ED 356 312 AA 001 236

Resources in Education (RIE). Volume 28, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 356 313 CE 062 563

Bragg, Debra D.; And Others
Implementing Tech Prep: A Guide to Planning a Quality Initiative.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Cooperative Programs; Coordination; *Educational Change; Educational Cooperation; Educational Planning; *Educational Quality; Group Dynamics; Postsecondary Education; Program Development; *Program Implementation; *Quality Control; Secondary Education; Strategic Planning; Teamwork; Technology; Vocational Education
IDENTIFIERS- *Tech Prep; *Total Quality Management

This guide provides perspectives about Technical Preparation (tech prep) from personnel representing the 50 state agencies and many local consortia. The guide also explores an approach to implementing tech prep based on the concept of total quality management (TQM). Each chapter begins with an overview that provides background, a summary, and list of topics. The material is presented in modular units. The first chapter, "Introduction to the Guide" (Debra D. Bragg) explains the purpose of the guide. "An Historical Perspective for Tech Prep" (Carolyn J. Dornsife, Debra D. Bragg) considers early

ED 356 332 CE 063 398

Dyrenfurth, Michael J.
Legal Responsibilities and Their Implications for Vocational Instructors. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 47p.; For related modules, see CE 063 399-407.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; Course Content; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Legal Problems; *Legal Responsibility; Postsecondary Education; *Program Development; Safety Education; *School Law; *School Safety; Secondary Education; Teacher Education Curriculum; Vocational Education; *Vocational Education Teachers

This module on legal responsibilities and their implications for vocational instructors is 1 in a series of 10 modules written for vocational education teacher education programs. It is specifically designed to introduce selected aspects of legal and professional requirements to the new or experienced teacher and to develop/augment competence in three areas: legal matters, liability, and safety. Introductory materials include the following: a listing of competencies/tasks to be covered, objective, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module consists of three major subsections. Each subsection, referred to as learning experience, addresses selected competencies from the listed competencies/tasks. Additionally, each learning experience contains several different activities. The learning experiences are as follows: (1) familiarization with legal requirements associated with vocational education; (2) examining issues and practices associated with liability and its minimization; and (3) identifying, accessing, and planning a comprehensive safety program meeting state and local requirements. A learning experience may consist of some or all of these components: list of competencies/tasks, introduction, information/activity sheet(s), supplemental reading, and worksheet(s). A summary and review concludes the module. (YLB)

ED 356 333 CE 063 399

Drake, Larry
Overview of Teaching Strategies. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 25p.; For related modules, see CE 063 398-407.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Cognitive Style; *Competency Based Teacher Education; Course Content; Demonstrations (Educational); Discussion (Teaching Technique); *Field Trips; Higher Education; Individualized Instruction; Instructional

ED 356 350 CE 063 424

Beverstock, Caroline; And Others
Adult Literacy in Indiana. Policy Bulletin.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Mar 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Educational Needs; Educational Trends; *Functional Literacy; Futures (of Society); Government Role; *Illiteracy; *Literacy Education; *Policy Formation; *Public Policy; *Statewide Planning
IDENTIFIERS- *Indiana

Adult functional illiteracy is estimated at more than 20 percent of the U.S. population and 12-19 percent of Indiana residents over age 25 (390,000 to 600,000 adults). In addition, high school dropouts and those who do not seek education past high school also need additional training. Functional illiteracy costs government and business through industrial accidents, lost productivity, direct training costs, lost earnings, unemployment expenses, and the cost of operating prisons. The price of illiteracy too often also includes unemployment and even crime. Government has long played a role in literacy education. At the turn of the century, the federal government helped to assimilate immigrants, and many other federal literacy initiatives have been undertaken, including the National Literacy Act of 1991. Indiana has five state-level agencies contributing to literacy: the Indiana Adult Literacy Coalition; the Governor's Voluntary Action Program; the Indiana Department of Education, Division of Adult Education; the Indiana Department of Workforce Development, Office of Workforce Literacy; and the Indiana State Library. Although Indiana has made progress in adult literacy, literacy programs are still reaching only about 7 percent of the target populations. Policymakers and program developers should consider the following: adult culture, multidimensional needs, diversity, postsecondary education, business efforts, program collaboration, the balance between volunteers and professionals, establishing a superintendency of adult education, and its literacy networks when developing policies and programs to improve adult literacy in Indiana. (Contains 20 references.) (KC)

ED 356 351 CE 063 425

Robinson, Jacquelyn P.; Walters, Norma J.
Importance of Leadership Training Topics as Perceived by Student Members of Future Homemakers of America.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; High Schools; High School Students; *Home Economics; *Leadership Training; *Occupational Home Economics; Student Attitudes; *Student Leadership; *Student Organizations; Surveys
IDENTIFIERS- *Future Homemakers of America; *Home Economics Related Occupations

A study surveyed 110 randomly selected students from 16 randomly

ED 356 368 CE 063 452

Cunningham, Rebecca; And Others
Curriculum Orientations of Home Economics Teachers.
PUB DATE- 7 Dec 92
NOTE- 16p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 7, 1992). For related papers, see CE 063 450-451.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Educational Philosophy; Educational Research; Home Economics; *Home Economics Teachers; Secondary Education; Secondary School Teachers; *Teacher Attitudes; Teacher Education; Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- Nebraska

A study collected descriptive information about 152 Nebraska home economics teachers and their curriculum orientation(s). The questionnaire was adapted from the Curriculum Orientation Profile designed by Babin (1979) and revised by Carlson (1991). Teachers responded to 45 statements on a Likert-type scale. Nine statements reflected each of five curriculum orientations: technology, critical consciousness or social reconstruction, personal relevance, cognitive process, and academic rationalism. An additional section of the questionnaire requested demographic information about respondents and schools. The mean scores on the five curriculum orientations indicated that Nebraska home economics teachers agreed most strongly with the cognitive process curriculum orientation with a mean of 4.75. This was followed closely by self-actualization (4.34) and social reconstruction (4.25). Significant differences were found among the mean scores of each orientation. No significant differences were found in curriculum orientation profiles for teachers based on school size, year graduated, graduating institution, or number of recent graduate college courses attended. Significant differences were found in curriculum orientations held by teachers based on differing amounts of contact hours in recently taken inservice education. (Transparencies showing research questions, sample questions, and data tables are appended.) (YLB)

ED 356 369 CE 063 454

The Challenge: To Revitalize the Nation's Economy by Making Long-Term Investments in a Skilled Workforce. EQW Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; Economic Development; Employer Attitudes; Employer Employee Relationship; Federal Government; Futures (of Society); Government Role; Government School Relationship; Human Resources; Industry; Job Skills; *Job Training; *Labor Force Development; Public Agencies; *Retraining; *Role of Education; *School Business Relationship; Vocational Education

Responsibility for the declining quality of the work force is

ED 356 385 CE 063 476

West, Linden
A View from the Margins: Access to Higher Education for Adults in Inner-City America. Diploma/MA in Continuing Education, Open Seminar Series. Occasional Paper One.
PUB DATE- Mar 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; College Attendance; College Role; *Community Colleges; *Developmental Studies Programs; Educationally Disadvantaged; Educational Research; Experiential Learning; Foreign Countries; Higher Education; *Inner City; *Minority Groups; Nontraditional Students; *Program Effectiveness; School Holding Power; Student Recruitment; Two Year Colleges; Universities; Withdrawal (Education)

This paper explores two interrelated dimensions of access--opportunities for progression and educational orientation, and offers various insights into what has been termed the "democratic imperative" in American higher education. It also addressed the responsiveness of institutions and faculty in access and other programs to the needs and experiences of an older, more diverse student body. Interview data showed that community colleges provided an entree to post-initial education for many adults and young people from minority and low-income groups. Many poorly educated adults from the inner city progressed from developmental studies to a university degree; some university colleges recruited poorly educated adult workers and used experiential methods to enable many to become effective students. However, many other inner-city students entered developmental programs but dropped out before entering the mainstream. Attrition rates were high in all programs regardless of philosophy or method. Evidence indicated retention rates improved when the curriculum was derived from student experience and related to problems of inner-city life. As for progression, the majority of community college students enrolled for short vocational courses on completion of developmental studies. The choice effectively barred them from the option of transfer to a university. The access cause in universities also seemed on the wane. (Appendixes include 146 references, a 68-item bibliography, and questionnaire.) (YLB)

ED 356 386 CE 063 477

Wadleigh, Sandra L.; And Others
Testing and the Curriculum: Proceed with Caution.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Allied Health Occupations Education; *Educational Testing; High Schools; Nontraditional Education; Nurses Aides; Postsecondary Education; *Reading Tests; *Student Placement; *Testing Problems; Test Reliability; Test Theory; *Test Use; Test Validity
IDENTIFIERS- *Assessment of Student Skills for Entry Transfer; *Nelson Denny Reading Tests

A study compared the performance of 44 applicants seeking

ED 356 404 CE 063 507

Defining Basic Skills and Literacy in Four Federal Human Resource Programs. Report of the Interagency Work Group on Basic Skills.
PUB DATE- Jan 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Competence; Educational Research; Federal Legislation; Federal Programs; Functional Literacy; *Labor Force Development; *Literacy; *Literacy Education; *Measurement Techniques; Student Evaluation; *Testing; Tests
IDENTIFIERS- Adult Education Act; Carl D Perkins Vocational Education Act 1984; Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982

Provisions and purposes of four federal human resource development programs were reviewed, and options regarding the definition of basic skills and literacy were analyzed. The four programs were as follows: Job Opportunities and Basic Skills (JOBS) program, Job Training Partnership Act (JTPA), Adult Education Act (AEA), and the Carl D. Perkins Vocational Education Act. Three fundamental questions were addressed: What skills should be included? What constitutes adequacy or deficiency in these skills? and How should these skills be measured? The concept of functional literacy had been redefined as the ability to apply skills to several major areas important to adult success. There currently appeared to be no systematic research to support any particular reference points for what constitutes deficiency or literacy or basic skills. Congress' use of a common level--at least to identify priority groups for services--would demonstrate federal policy consistencv, permit a similar data point to be used in collecting participant information, and promote local service coordination. Because testing served a variety of purposes, the issue of measurement emerged as not what type of test should be used, but rather what tests were best for serving the various purposes. (An executive summary compiles recommendations. Appendixes include a glossary, description of legislative and regulatory provisions on basic skills and literacy in the four programs, program comparison chart, and 11 references.) (YLB)

ED 356 405 CE 063 508

Hutton, Barbara
A Manual for Writers of Learning Materials.
PUB DATE- 90
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Elementary Secondary Education; English (Second Language); Foreign Countries; *Instructional Materials; Layout (Publications); *Lesson Plans; *Material Development; Postsecondary Education; *Writing (Composition); Writing Instruction; Writing Skills

This workbook is designed to present the process of developing instructional materials to persons who want to write teaching material for a specific and defined readership group. Developed by many people in various educational organizations who have

ED 356 425 CE 063 543

West, Lynda; And Others
Vocational Resource Educator Handbook (Third Edition).
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 92
NOTE- 353p.; Supercedes ED 322 325.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Educational Diagnosis; Guides; Inservice Teacher Education; Job Placement; *Mainstreaming; Postsecondary Education; Program Evaluation; Resources; *Resource Teachers; Secondary Education; State Programs; Statewide Planning; Student Evaluation; *Student Placement; Teacher Responsibility; *Teacher Role; *Vocational Education; Vocational Education Teachers; Vocational Followup
IDENTIFIERS- *Missouri

This handbook is designed to serve as a guide for vocational resource educators (VREs) in Missouri. It contains basic information that is helpful to VREs as they work with students with disabilities in vocational education programs. It begins with a discussion of the role of the VRE, a nonteaching position. The following section summarizes pertinent legislation. The handbook identifies seven goals for VREs: (1) develop a communication network; (2) assist in assessment and appropriate program placement; (3) facilitate the mainstreaming process; (4) serve as a resource to vocational instructors; (5) provide job placement and follow-up; (6) provide inservice for other staff; and (7) evaluate a VRE's program. Each goal statement is followed by a series of questions and answers that may be translated into objectives and activities to accomplish the goal. Resources and additional references are listed for each goal to provide other sources on the topics. Appendixes include a glossary, postsecondary VRE resources, information on services for disadvantaged students and sex equity/nontraditional students, Missouri definitions of disabilities, and a history of the Missouri VRE model. (YLB)

ED 356 426 CE 063 544

"My Worst Nightmare..." Wisconsin Students' Perceptions of Being the Other Gender. A Statewide Study To Document Current Gender Perceptions of Wisconsin Students.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Feb 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Career Education; Educational Research; Elementary Secondary Education; *Employment Opportunities; Equal Opportunities (Jobs); Nontraditional Occupations; Self Concept; *Sex Differences; *Sex Discrimination; *Sex Fairness; Sex Stereotypes; Sexual Harassment; Sexual Identity; State Surveys; Student Attitudes; Vocational Education
IDENTIFIERS- Wisconsin

Replicating a study conducted 10 years earlier in Colorado, a

ED 356 444 CG 024 839

Juvenile Justice: A New Focus on Prevention. Hearing on Proposed Legislation Authorizing Funds for Programs of the Juvenile Justice and Delinquency Prevention Act, Focusing on Early Intervention and Prevention Strategies in Dealing with Juvenile Delinquency at the County Level (April 29, 1992). the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, One Hundred Second Congress, Second Session
PUB DATE- 93
NOTE- 123p.; Serial No. J-102-62.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delinquency; Federal Legislation; Hearings; *Juvenile Justice; Public Policy; Youth Problems
IDENTIFIERS- Congress 102nd; *Juvenile Justice Delinquency Prevention Act 1974; Testimony

The text of a Senate hearing on juvenile justice is presented in this report. The report opens with testimony by Senator Herbert Kohl. Senator Kohl's testimony focuses on youth violence, prevention, and public policy. A prepared statement by Senator Joseph R. Biden, Jr., focuses on providing the necessary resources, leadership, and coordination in developing and implementing effective methods of preventing and reducing juvenile delinquency. Testimony and/or materials from these witnesses is included: (1) John Collins, Kenosha County executive, Kenosha, Wisconsin; (2) Lynne Martinez, Commission of Ingham County, Lansing, Michigan; (3) Gladys McCoy, Multnomah County Board of Commissioners, Portland, Oregon; (4) Thomas R. English, executive director, Oregon Council on Crime and Delinquency, Portland, Oregon; (5) Kevin Soucie, intergovernmental relations director, Milwaukee County, Milwaukee, Wisconsin; (6) Michael Greene, juvenile justice administrator, city of New York, New York; (7) Sally Herrick, president, New York State Youth Bureaus, Ballston Spa, New York; and (8) Carole Carpenter, Maricopa County, supervisor, Phoenix, Arizona. (ABL)

ED 356 445 CG 024 840

Gottlieb, Nina
Project Achieve Transition Services (PATS) 1991-92. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Risk Students; High Schools; *High School Students; Nontraditional Education; *Nontraditional Students; School Counseling; *Transitional Programs
IDENTIFIERS- *Late Entry Students

Project Achieve Transition Services (PATS) was designed to extend support services, instructional enhancements, and family outreach to targeted high school students and their parents, using a case management/team approach. Initiated at seven schools in the first year of the program, PATS is specifically geared to meet the needs of late-entry students. Data for the description of the program were derived from progress reports, interviews, and observations. The program was implemented utilizing a case management approach with a team ombudsperson coordinating the efforts of a family worker, educational

ED 356 466 CS 011 278

Flippo, Rona F.; And Others
Literacy, Multicultural, and Socio-Cultural Considerations:
Student Literacy Corps and the Community.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the
International Reading Association (38th, San Antonio, TX, April
26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Adult Basic Education; *Cultural Differences;
Elementary Secondary Education; Higher Education; *Literacy;
Program Descriptions; Program Effectiveness; Reading
Instruction; School Community Programs; *School Community
Relationship; Student Attitudes; *Tutoring; Undergraduate
Students; Writing Instruction
IDENTIFIERS- *Fitchburg State College MA; *Student Literacy Corps

The Student Literacy Corps of Fitchburg State College, Massachusetts, in cooperation with the surrounding community, implemented a successful literacy program whose primary goal was to nurture and develop literacy opportunities and awareness of cultural diversity for area youth and adults. College students (for whom this is an elective course) provide the learning tools for their tutees, assist them with instructional strategies, provide encouragement and moral support, and closely monitor their successes and their setbacks. The ethnic and cultural backgrounds of the college tutor and his or her tutee are usually different, allowing both individuals to learn about the other's culture and to understand cultural influences on behavior. The Student Literacy Corps is a community effort: college administrators, faculty, and students; community social service agencies; the community adult learning center; local businesses; and individuals form the community work collaboratively to instill or further develop a sense of pride in all the individuals involved. Program outcomes included: (1) elementary level students developed more positive attitudes toward reading and writing; (2) most high school students improved their grades; (3) all of the adults passed key sections of the Graduate Equivalency Diploma final exam; and (4) tutors' understanding of themselves, the community, and the daily forces affecting the lives and education of children, adolescents, and adults increased. (Contains 16 references.) (RS)

ED 356 467 CS 011 279

Siegel, Janna
"Whole"-ier Than Thou!
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Educational Trends; Elementary Education; Phonics;
*Reading Instruction; Reading Processes; *Teacher Behavior;

ED 356 489 CS 213 782

Ediger, Marlow
Middle School Multi-Cultural Literature.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Intermediate Grades; Junior High Schools; *Literature Appreciation; *Middle Schools; *Multicultural Education; Reader Response; Student Attitudes
IDENTIFIERS- Middle School Students; Trade Books

Pupils need to experience a quality literature program which stresses diverse cultures. A major goal of a quality multicultural literature program is to develop within pupils feelings of empathy, acceptance, understanding, and the wish to interact with persons whose value systems, beliefs, and thought might well differ from others in society. In a unit on Multicultural Literature (taught by a student teacher), pupils discussed in depth the contents of readings; presented oral reports that truly captured the interests of learners; and developed drawings, mural, and tape recordings based on readings. Numerous other pupils presented interesting means of reporting on content read in a trade book of their own choosing, including creative dramatics presentations, a formal dramatization, and a pantomime. As pupils study and achieve in a multi-cultural literature curriculum, they increase skills in word recognition, in comprehension especially in higher levels of cognition, and in attitudes. (RS)

ED 356 490 CS 213 783

Dickinson, Patricia F.
Feedback That Works: Using the Computer To Respond.
PUB DATE- Oct 92
NOTE- 15p.; Paper presented at the Annual National Basic Writing Conference (4th, College Park, MD, October 8-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Writing; *Evaluation Methods; *Feedback; Higher Education; Teacher Response; Word Processing; *Writing Evaluation; Writing Processes; Writing Strategies
IDENTIFIERS- Basic Writers; *State University of New York Buffalo; Writing Conferences

An instructor of a composition and computers writing course (designed for economically and culturally disadvantaged students) at the State University of New York at Buffalo, developed electronic conferences which combine the capabilities of the computer with the conference approach. The instructor reads students' papers while sitting at the computer and then begins to type, in a conversational format, her comments, ideas, suggestions and examples, geared to the needs and stage of writing of the students. Students continue to revise their papers until they feel the papers are ready for a grade. Final drafts get an analytical scoring and a grade, minus any further comment. Students' oral and written comments in course evaluations and journal entries indicate that students find written comments more helpful than any other type of response. Using the computer as a writing tool for electronic feedback

ED 356 511 CS 508 163

Eskenazi, Maxine
Changing Speech Styles: Strategies in Read Speech and Casual and Careful Spontaneous Speech.
PUB DATE- Oct 92
NOTE- 5p.; Paper presented at the International Conference on Spoken Language Processing (Banff, Alberta, Canada, October 12-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Language Research; *Speech Communication; Suprasegmentals
IDENTIFIERS- Communication Styles; *Speaking Style; Speech Rate; Speech Research; Spontaneous Speech

A study examined segmental and suprasegmental elements which contribute to an impression of one speaking style as opposed to another. A corpus containing three styles of speech, casual, careful, and read, for the same linguistic content was gathered. Thirteen speakers from Paris, France (aged 24-35) were given a scenario to be acted out over the telephone, and designed to provoke changes in style during the course of the dialog. Examination of the global and individual results revealed that: (1) spontaneous styles of speech cannot be considered to be linear modifications of read speech (careful speech is not necessarily faster than read speech, but slower than casual speech, for example), but probably closer to separate types of modifications of casual speech; and (2) the same perceived style is achieved by different speakers in different ways. (One table and six graphs of data are included.) (Author/RS)

ED 356 512 CS 508 165

Kelley, Colleen E.
Taking It to the Classroom: Strategies for Re-Claiming Citizenship through Communication Education.
PUB DATE- Oct 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Course Descriptions; Higher Education; Instructional Innovation; Introductory Courses; *Speech Communication
IDENTIFIERS- Public Discourse

Speech communication in general and rhetoric in particular address suggestions for protecting the "space" in which public conversation occurs in a democracy. Although the framers of the Constitution clearly envisioned significant citizen involvement in policy making, citizen access to the process has greatly declined, especially at the national level. Educators in general and speech communication educators in particular have historically encouraged greater citizen awareness as part of their instructional mission at the college level. The primary focus of a variation of a 16-week "basic" speech communication course is the study of public communication as crucial to providing an informed electorate in a democracy and as a

ED 356 531 EA 024 766

Johnson, Bob L., Jr.
Sacrificing Liberty for Equality: The Erosion of Local Control in American Education.
PUB DATE- 31 Aug 88
NOTE- 45p.; Occasional paper for the Louisiana LEAD Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board of Education Role; *Boards of Education; *Centralization; Citizen Participation; Community Control; Elementary Secondary Education; *Equal Education; Local History; *Research Design; School Choice; *School District Autonomy; *School Support

The local school board has traditionally been the predominant control mechanism for public education in this country. Since the 1970s however, increased legislation and reform in statehouses across the nation have functioned to reduce the discretion enjoyed by local boards. This paper represents an attempt to sketch this increase in state intervention and the resulting erosion of local control over the past few decades. The sketch begins with a theoretical framework that provides an analytical perspective on the nexus between state and local educational policy-making. This is followed by a brief historical overview of local control and an identification of the issues and arguments surrounding local control. Discussions on the future of school board control and possible avenues of research follow. (Contains 88 footnotes and 44 references.) (Author)

ED 356 532 EA 024 767

Chieuw, Juliet SF.; Mandolang, Nadine H.
Literature Review on Decentralization: Strengthening Local Educational Capacity. Educational Policy and Planning Project. A Government of Indonesia-USAID Project.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.; Ministry of Education and Culture (Indonesia).
PUB DATE- Jun 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Agency Cooperation; *Decentralization; Developing Nations; Educational Improvement; *Educational Planning; *Educational Policy; Educational Vouchers; Efficiency; Elementary Secondary Education; Equal Education; Foreign Countries; *Governance; Literature Reviews; Outcomes of Education; Privatization; *School Choice; *School District Autonomy
IDENTIFIERS- *Indonesia

This literature review, while not comprehensive, is aimed at informing the Strengthening Local Education Capacity project under way in Indonesia. Strategies that strengthen educational capacities at the school and local levels were reviewed, followed by strategies for local governance. Two school governance models, public choice and public service, were reviewed. The public-choice model proposes moving closer to a private-market solution by allowing parents greater school

ED 356 550 EA 024 810

Prager, Karen
Collegial Process versus Curricular Focus: Dilemma for Principal Leadership? Brief to Principals, No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Collegiality; *Curriculum Development; Elementary Education; Instructional Improvement; *Instructional Leadership; Junior High Schools; *Principals; *School Restructuring; Staff Development; Student Evaluation; Teacher Participation
IDENTIFIERS- *Teacher Empowerment

A persistent dilemma of school leadership is whether principals should concentrate efforts on building cohesion and good working relationships among staff or on specific curriculum aimed toward specific learning outcomes for students. Interviews with three principals who worked through both strengthening collegiality and improving curriculum show that both are intertwined. While working on the collegial process, one principal revised faculty hiring practices to involve six rotating staff members responsible for all interviewing and hiring. Another principal introduced shared decision-making. The third principal appointed teacher teams to deal with key issues. Working on curricular content involved specifying goals in greater detail and promoting staff development. Each of the principals interviewed is working on assessment plans as a way of sharpening attention to new outcomes for students. The optimum solution to the dilemma would support collegial, empowering processes aimed toward specific instructional goals. (MLF)

ED 356 551 EA 024 811

The Status of School Choice in Arizona 1991-92. Ed. STAT. Research and Development Division Statistical Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *School Choice; *School Statistics; State School District Relationship; Student Characteristics; *Transfer Policy; *Transfer Students
IDENTIFIERS- *Arizona

In recent years, open enrollment and school choice have been major issues in the debate over educational reform. Arizona is considering what role school choice should play in its efforts to improve education. Current state law allows school districts to enroll students from another district "upon terms such as it

ED 356 569 EA 024 843

Hamrick, Flo
Private-Sector Coalitions and State-Level Education Reform. Policy Bulletin.
PUB DATE- Apr 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Responsibility; *Community Involvement; *Educational Change; Elementary Secondary Education; *Private Sector; Public Schools; *School Business Relationship

The influence of the private sector on education has been and continues to be significant. The use of scientific management in education, which led to standardized testing, accountability, and educational administration, came from the private sector. In recent times, many businesses have formed charitable and professional support partnerships with schools and school districts. This interest has widened into the area of educational reform. In some locations, private-sector representatives have been appointed to government educational bodies. In January 1992, a nationwide survey was conducted of 50 private-sector coalitions involved in statewide educational reform, promoting educational priorities by influencing state-level policy makers, and having voluntary individual or corporate memberships. The survey revealed that most of the coalitions were 5 years old or newer. The majority of the coalitions also consulted primarily business and state-level resources to shape their educational philosophies and plans of action. The coalitions' highest priority was improved student performance and changing the power structure of education. School choice received little or no support. On average, the state government representatives surveyed viewed private-sector coalitions favorably and saw them as valuable for developing and maintaining political relations. A list of private-sector coalitions in the United States is included. (JPT)

ED 356 570 EA 024 844

Prager, Karen
Bibliography on School Restructuring, 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 41p.; For the 1992 Bibliography, see ED 342 121.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accountability; *Curriculum Development; *Educational Change; Elementary Secondary Education; Evaluation Criteria; Faculty Development; *Institutional Characteristics; Parent Participation; *School Community Relationship; School Location; *School Restructuring; Social Services; Teacher Morale

There exists much research and theoretical literature on school restructuring that is of interest to policymakers, practitioners, and educational researchers. In this publication, a bibliography of journal articles, manuscripts, and books is provided that divides the literature into five areas. Section 1, "General References on School Restructuring," contains 89 references on proposals for school reform (32), how schools work (24), and on the change process (33). Section 2, "Student Experience," contains 103 references on curricular and

ED 356 588 EC 302 028

Poliquin-Verville, Helene; Royer, Egide
Current Knowledge of Behavioural Difficulties and Possible Intervention Strategies. School and Behaviour = Les troubles du comportement: etat des connaissances et perspectives d'intervention. Ecole et comportement.
PUB DATE- Aug 92
NOTE- 135p.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Definitions; Educational History; *Educational Practices; *Educational Quality; Elementary School Students; Elementary Secondary Education; *Etiology; Foreign Countries; Incidence; Models; Program Development; Secondary School Students; *Student Characteristics; Symptoms (Individual Disorders); Theories
IDENTIFIERS- *Quebec

This document presents both the English and French language versions of a synthesis of research and principles underlying Quebec school support measures for students with behavioral difficulties. The first part examines the definition of students with behavioral difficulties; the prevalence of this phenomenon; the history of this field of intervention in schools; theoretical models most frequently referred to concerning this problem; factors in the development of behavioral difficulties (biological, family, educational, and cultural); and the ways in which they are manifested. The second part reviews elements considered essential for ensuring quality support measures for young people with behavioral difficulties and outlines current educational services offered to students in Quebec (Canada). Essential elements include: a philosophy regarding intervention strategies, identification of students with difficulties and their needs, objectives of chosen intervention strategies, educational approaches, types of services provided and means of offering them, participation of those concerned, determination of the appropriate time to discontinue special educational services, and evaluation. (Contains approximately 80 references.) (JDD)

ED 356 589 EC 302 029

Champoux, Lyne; And Others
Systematic Behavioural Observation. School and Behaviour = L'Observation systematique du comportement. Ecole et comportement.
PUB DATE- Oct 92
NOTE- 76p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- ements include: a philosophy re strategies, identification of students with difficulties,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Behavior Problems; *Classroom Observation Techniques; Elementary Secondary Education; Foreign Countries; Records (Forms); Staff Development; *Student Behavior; *Student Evaluation; Teacher Education; Training; Videotape Recordings

ED 356 607 EC 302 047

Manual for Completing the School-to-Adult Life Transition Services Information Request Form.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 45p.; A product of the Regional Rehabilitation Exchange Project. For a related document, see EC 302 049.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; Agencies; *Demonstration Programs; *Disabilities; *Education Work Relationship; *Information Dissemination; Models; Program Evaluation; Regional Programs; Rehabilitation; Secondary Education; Self Evaluation (Groups); Technical Assistance; *Transitional Programs

IDENTIFIERS- *Regional Rehabilitation Exchange Project

This manual provides rehabilitation service provider organizations with necessary information and instructions for completing an Information Request Form (IRF), the first step in the process of applying for recognition by the Regional Rehabilitation Exchange (RRX) Project as an exemplary program model in the area of school-to-adult life transition services. The RRX concentrates on identifying exemplary programs for people with disabilities in five states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. This manual provides information about: (1) the background and purposes of the RRX; (2) service categories identified as priorities for review of exemplary program models; (3) program review procedures and criteria; (4) procedures for completing the Information Request Form; and (5) technical assistance implications for programs designated as exemplary. A sample IRF completed by an agency providing school-to-adult life transition services is attached. (DB)

ED 356 608 EC 302 048

Manual for Completing the Independent Living Services Information Request Form.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 52p.; A product of the Regional Rehabilitation Exchange project. For a related document, see ED 302 049.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; Agencies; *Demonstration Programs; *Disabilities; *Independent Living; *Information Dissemination; Models; Program Evaluation; Regional Programs; Rehabilitation; Self Evaluation (Groups); Services; Technical Assistance

IDENTIFIERS- *Regional Rehabilitation Exchange Project

This manual provides rehabilitation service provider organizations with necessary information and instructions for completing an Information Request Form (IRF), the first step in the process of applying for recognition by the Regional

ED 356 627 FL 021 113

Yalden, Janice
Principles of Course Design for Language Teaching. New Directions in Language Teaching.
PUB DATE- Mar 87
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adult Education; Applied Linguistics; Case Studies; *Communicative Competence (Languages); *Course Content; *Course Organization; *Curriculum Design; Discourse Analysis; Educational Strategies; Language Proficiency; Language Role; Models; Pragmatics; Second Language Instruction; *Second Language Learning; Teacher Role; Teaching Methods; Theory Practice Relationship

An introduction to contemporary views of second/foreign language course design is intended for even relatively inexperienced teachers wishing to meet the somewhat sophisticated current expectations for language training. First, it provides theoretical background concerning the concepts of communicative competence and second language proficiency, speech act theory, pragmatics, and interactional analysis. Alternative orientations to language teaching that accommodate the new body of theory are presented critically. The main body of the book offers a proportional approach to course content, with topics, general notions, situations, and themes providing frameworks to support other necessary curriculum components. Procedures for developing instructional units in any language are described, and illustrated with examples of materials developed from prototypes and suggestions for suitable classroom procedures. Three case studies, all evolved from adult second language education needs, are presented. It is proposed, however, that the approaches and techniques outlined here are applicable to all educational levels. Sample task-based curriculum frameworks and frameworks for courses addressing communication needs are appended, and a substantial bibliography is included. (MSE)

ED 356 628 FL 021 117

Resource Manual for Bilingual Educators.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 109p.; For related documents, see FL 021 118-124.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Educational History; Educational Research; *English (Second Language); Ethnicity; Identification; Individualized Instruction; Intensive Language Courses; Intermediate Grades; Junior High Schools; Language Maintenance; *Language of Instruction; Legislation; *Limited English Speaking; *Middle Schools; Program Design; Public Policy; Teacher Education; Technical Assistance
IDENTIFIERS- California

The resource manual is designed to provide educators with information regarding some of the resources available in bilingual education for language minority students. It may also be useful to parents and community members involved in policy

ED 356 647 FL 021 142

Smallwood, Betty Ansin
Children's Literature for Limited English Proficient Students, Ages 9-14.
PUB DATE- 88
NOTE- 22p.; In: WATESOL Working Papers #4, Spring 1988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Age Differences; Children; *Childrens Literature; Dialogs (Language); Difficulty Level; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; Fables; Fairy Tales; Folk Culture; *Language Patterns; Language Role; *Limited English Speaking; *Literary Genres; *Media Selection; Middle Schools; Nonfiction; Novels; Poetry; Reading Aloud to Others; Second Language Instruction; Singing; Student Interests; Student Needs
IDENTIFIERS- *Rhyme

It is argued that despite a common assumption to the contrary, there is children's literature appropriate to students of English as a Second Language (ESL) aged 9-14. First, the unique needs and characteristics of the target population are examined. This population consists of limited-English-proficient speakers, usually immigrants or refugees from a variety of linguistic and geographic backgrounds, most at lower socioeconomic levels, and relatively unfamiliar with American culture and history. For these purposes, they are defined as having lived in the United States under 2 years, generally enrolled in bilingual or ESL instruction. At this age, gaps between language and content area subjects and between chronological age and educational age may be widening. It is recommended that literature have: age-appropriate theme; simple language; limited use of metaphor and unfamiliar experiences; use of rhyme; unambiguous plot; realistic but simple dialogue; potential for reading aloud; brevity; and good illustrations. Suggested themes include: familiar fairy tales, legends, and fables; American culture and customs; modern American life; American history; immigrant experiences; cross-cultural experiences; and native country culture. Specific titles are noted. (MSE)

ED 356 648 FL 021 143

Lo Bianco, Joseph, Ed.
VOX: The Journal of the Australian Advisory Council on Languages and Multicultural Education (AACLAME), 1989-1991.
PUB DATE- 91
NOTE- 332p.; Intended to be published twice per year. Two-tone charts and colored photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Asian Studies; Bilingual Education; Certification; Communicative Competence (Languages); Comparative Education; Diachronic Linguistics; English (Second Language); Ethnic Groups; Foreign Countries; French; Immersion Programs; Immigrants; Indigenous Populations; Interpretive Skills; Italian; *Language Maintenance; *Language Role; Languages for Special Purposes; Language Tests; Language Variation; *Literacy; Minority Groups; Multicultural Education; Native Language Instruction; Pidgins; Second Language Instruction;

ED 356 667 FL 021 176

Assessment in the Immersion Classroom. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 93p.; For other manuals in this series, see FL 021 167-175.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Behavioral Objectives; Elementary Education; *Evaluation Methods; *FLES; *Immersion Programs; Instructional Effectiveness; *Language Teachers; Second Language Instruction; Second Language Learning; *Student Evaluation; Teaching Guides; Videotape Recordings
IDENTIFIERS- *Content Area Teaching

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights special immersion programs for immersion teachers while planning for, implementing, and interpreting assessments in the immersion classroom. The program describes the following: planning assessment of content and language; using a variety of assessment tools; and using assessment results to gauge the effectiveness of instruction. This manual and the video program have been designed to complement each other and may be used in a variety of ways. Activities for assessing content and language, feedback, evaluation methods (including observation, conferences, interactive diaries, testing), and an evaluation plan (including record keeping) are the focus of the manual. Appended materials include a Spanish and French classroom scenario, an immersion planning sheet, an assessment planning sheet, and recommended background reading. (VWL)

ED 356 668 FL 021 178

Hartwell, Tyler; And Others
Design, Data Collection and Analysis of a Field Test of Instruments and Procedures To Measure English Language Proficiency.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Apr 76
NOTE- 150p.; For a related document, see FL 021 179.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingualism; Data Collection; English (Second Language); *Language Proficiency; *Language Tests; *Limited English Speaking; *Measurement Techniques; National Surveys; *Questioning Techniques; Research Methodology; Test Construction; Test Validity

A project to field test instruments and procedures for measuring English language proficiency, to be used in a large-scale national household survey, is reported. The major purposes of the field test were to measure the validity of census-type questions for determining language proficiency, using several different bilingual ethnic groups, and to evaluate proposed data collection procedures for the larger study. The report

ED 356 687 FL 800 657

Nash, Andrea; And Others
Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL. Language in Education: Theory & Practice 79.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Autobiographies; Bilingualism; *Classroom Communication; Classroom Techniques; *Curriculum Development; Daily Living Skills; *English (Second Language); Error Correction; Group Dynamics; Immigrants; Language Experience Approach; Language Maintenance; Language of Instruction; Language Role; Learning Processes; *Literacy Education; Native Language Instruction; Oral History; Parent Child Relationship; Parent Participation; Program Evaluation; Self Expression; Sex Bias; Sex Stereotypes; *Student Participation; Teaching Methods
IDENTIFIERS- Two Way Bilingual Education

This curriculum sourcebook is designed as a guide for educators of limited-English-speaking adults in literacy education programs. It consists of accounts of actual learning and teaching experiences using a participatory approach to instruction and curriculum development, written by teachers in community-based adult education. An introductory section gives a background to the guide. The first chapter discusses the importance of articulation of feelings as a survival skill. Chapter 2 focuses on the immigrant experience. Topics include the language experience approach, working with beginning level students, sex bias and stereotypes, oral history, literacy as a skill for solving daily problems, and use of autobiographies as a teaching technique. Chapter 3 discusses the mother-child relationship as both a curriculum topic and a means of involving parents in children's learning. Brief essays address these topics: writing about mothers; parent concerns about school; parent involvement in homework; and the family class--teaching parents and children together. The fourth chapter contains articles on teaching techniques and approaches, including process writing, use of correction in class, using pictures as a stimulus for writing, native language use in class, two-way bilingualism, native language literacy, developing curriculum around class participation, and student and program evaluation. A glossary and list of resources are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 688 FL 800 658

Auerbach, Elsa Roberts
Making Meaning, Making Change. Participatory Curriculum Development for Adult ESL Literacy. Language in Education: Theory & Practice 78.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

ED 356 706 HE 026 362

Gilmour, Joseph E.; Ammons, Jane C.
A Proposal for the Integration of Total Quality Management into Institute Curriculum, Research, and Operations.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 30 Apr 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Administration; *Curriculum Development; *Educational Administration; *Educational Improvement; *Educational Planning; Higher Education; Instructional Improvement; *Long Range Planning; School Business Relationship
IDENTIFIERS- *Georgia Institute of Technology; *Total Quality Management

This proposal contains a plan to alter the curriculum at Georgia Institute of Technology for the following reasons: to educate its students in Total Quality Management (TQM) approaches and practice, to develop a major research initiative designed to understand what TQM approaches work and why, to become a major center for the collection and dissemination of information from these research studies and from practitioners so as to accelerate the adoption of TQM principles, to completely revamp operations throughout the Institute, and to achieve these aims in an intensive collaboration with the business community. The plan calls for the creation of customer-driven processes in each of these areas to ensure that the school is continuously meeting or exceeding student expectations. The plan also includes a substantial financial and human resource commitment from Georgia Tech as well as a partnership with International Business Machines Corporation. Appendixes include a list of faculty members and others connected with Georgia Tech who have TQM expertise and interests, a table of course descriptions and documentation, an organization chart, a set of vitae of principal investigators, and a page of selected notes on the IBM-Georgia Tech relationship. (GLR)

ED 356 707 HE 026 363

Bailey, Jackson H.; And Others
The Japan Papers.
PUB DATE- 92
NOTE- 39p.; Papers presented at the International Cultural Exchange Symposium (Tokyo, Japan, June 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Foreign Countries; Foreign Culture; Foreign Students; *Higher Education; *International Educational Exchange; Program Descriptions; Student Exchange Programs; Technology
IDENTIFIERS- *Japan; Japan United States Friendship Commission; Morehouse College GA; *United States; University of Massachusetts

This publication contains three papers on college student exchange between Japan and the United States. The first paper, entitled "The University of Massachusetts and Hokkaido University: A Case Study in Educational Cooperation," by

ED 356 726 HE 026 382

Quick, Perry D.
Direct Government Lending: The Bottom Line. A Critique of GAO's Report on Guaranteed Student Loans versus Direct Lending and Revised Savings Estimates.
SPONS. AGENCY- USA Group, Inc., Indianapolis, IN.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgeting; Comparative Analysis; *Cost Effectiveness; Evaluation; Federal Aid; *Financial Support; Higher Education; Paying for College; Postsecondary Education; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Direct Lending; Family Education Loan Program

This report addresses the dollar savings described in the Government Accounting Office's (GAO) report supporting direct lending as opposed to the present guaranteed student loan program. The critique explains the changes in the GAO model assumptions and projections that are believed necessary to move from the original $4.8 billion savings to a more reasonable figure. The new figure reflects: (1) 1992 amendments to the Higher Education Act; (2) the current interest rate and inflationary outlook; and (3) more reasonable assumptions about how the shift to direct lending will affect financial markets, educational institutions, student behavior, loan flows, and processing and servicing activities. The updated and revised estimates suggest that the shift from the current guaranteed student loan program to direct lending would generate essentially zero budgetary savings; in fact, it suggests that a $13 million loss, in present value terms, over the 5-year budget period could be experienced. (GLR)

ED 356 727 HE 026 383

Heydinger, Richard B.; Simsek, Hasan
An Agenda for Reshaping Faculty Productivity: State Policy and College Learning.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Nov 92
NOTE- 38p.; For related documents, see HE 026 384-386.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- Accountability; *College Faculty; Faculty College Relationship; *Faculty Workload; Higher Education; Models; Organizational Objectives; *Productivity; Program Development; Program Effectiveness; Social Influences; *Teacher Effectiveness; *Teacher Evaluation

This publication, one of a series examining the issue of faculty workload and productivity, argues that the key to institutional change in higher education is the role of college faculty and offers recommendations for improving and measuring college faculty productivity. The paper begins with a conceptual model for discussing faculty productivity, both past and future, followed by a brief historical outline of the history of faculty productivity in American higher education. Examined are today's pressures on higher education and faculty productivity,

ED 356 745 HE 026 403

McCarthy, Joseph M.
Teaching Leadership: Graduate Students and Freshmen Learn from Ancient Leaders.
PUB DATE- 15 Apr 91
NOTE- 18p.; Paper presented at the Administrative Leadership: Lessons from Liberal Learning Conference (White Plains, NY, April 15, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classical Literature; *College Freshmen; Discussion (Teaching Technique); Higher Education; *Leadership Qualities; Leadership Responsibility; Liberal Arts; *Teaching Methods; Undergraduate Study
IDENTIFIERS- Epic of Gilgamesh; Odyssey; Oedipus Rex

This paper describes a pedagogic strategy that uses ancient texts for teaching college freshmen academic skills, habits of inquiry, and leadership. Applicability of these pedagogic ideas to a graduate course in leadership is discussed. Among the texts discussed are: (1) Gilgamesh; (2) "The Odyssey"; (3) "Oedipus the King"; (4) Sundiata; and (5) the Gospel of Luke." In a discussion of reading "Gilgamesh" with students the paper mentions the signs and consequences of organizational malaise which demonstrates a misuse of power, failure to take up a central responsibility of his kingship and failure to be "future-focused." The study of Oedipus is a vehicle for exploring the pride that goes before a fall and the tragic flaw that results in a sudden reversal of fortune. In the case of Oedipus the tragic flaw centers on the legitimacy of his claim to leadership. The paper's discussion of the Odyssey suggests that it offers two models of strong female leadership in the case of the goddess Athena who sets the plot in motion as the book opens and in the form of Nausikaa, a king's daughter who displays the poise essential to leadership and a talent for task organization. The paper closes by arguing that in courses on leadership which include many theories, models and research to cover, students are powerfully assisted by encountering elemental examples from ancient literature. (JB)

ED 356 746 HE 026 404

Wilson, Angene
International Student Speaker Programs: "Someone from Another World."
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Students; *Foreign Students; Higher Education; Intercultural Programs; International Education; *Program Descriptions; Public Speaking; *School Community Relationship; Surveys
IDENTIFIERS- *Speakers Bureaus

This study surveyed members of the Association of International Educators and community volunteers to find out how international student speaker programs actually work. An

ED 356 764 IR 015 985

Hickey, Daniel T.; Petrosino, Anthony
Effects of Generative Video on Students' Scientific Problem Posing. Draft.
PUB DATE- 11 Nov 92
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Thinking; Critical Thinking; *Discovery Learning; Educational Television; Elementary School Science; Elementary School Students; Grade 6; Instructional Effectiveness; Intermediate Grades; Learner Controlled Instruction; Learning Strategies; *Problem Solving; Progressive Education; Questioning Techniques; *Space Exploration; *Videotape Recordings
IDENTIFIERS- *Learning Environments

A central premise of the discovery-learning and progressive education movements was that the child's own questions are the most appropriate starting point for instruction. Recent advances present new opportunities for discovery-oriented learning. This project has been attempting to create a classroom environment which affords students the opportunity to pose meaningful problems within the domain of a specific scientific challenge. One component of this environment is a brief videotape which invites students to generate problems which would have to be solved in order to carry out a mission to the planet Mars. Two studies explored several aspects of sixth graders' performance in this environment. In the first study, which involved 48 average/high ability suburban school students, the content of the problems which students posed was categorized, and changes in problems across three stages of the process were evaluated. In the second study, which involved low/average students from an inner city school, the effectiveness of the video was compared with a typical educational video about travelling to Mars. While these studies confirmed that these students are able to pose "educationally worthwhile" problems in this environment, it was concluded that more explicit guidance is needed. Proposals for providing this guidance and additional research questions are described. The appendix includes a figure describing the conceptual framework. (Contains 30 references.) (ALF)

ED 356 765 IR 015 986

Bulgaria: Introduction of Informatics in Education of Children. Project Findings and Recommendations. Terminal Report.
PUB DATE- 92
NOTE- 54p.; Prepared for the government of the Republic of Bulgaria.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Science Education; Developing Nations; *Educational Research; Elementary Secondary Education; Foreign Countries; *Information Science; *Information Technology; International Cooperation; National Programs; Teacher Education; *Training

influences on the tech prep movement. "Tech Prep and Educational Reform" (Carolyn J. Dornsife) describes tech prep in light of other educational restructuring initiatives in U.S. schools. "Initiation of Tech Prep by the Fifty States" (James D. Layton, Debra D. Bragg) reports findings from the National Center on Research in Vocational Education (NCRVE) research on state tech prep programs. "Planning and Implementation of Tech Prep by Local Consortia" (Debra D. Bragg) presents findings from NCRVE field research involving four states and eight local consortia. "Total Quality Management (TQM)" (Catherine L. Kirby, Debra D. Bragg) explores total quality management and considers its implications for tech prep. "Implementing Tech Prep with Teams" (Catherine L. Kirby, James D. Layton) describes the importance of teamwork and how teams can be used to implement tech prep. "How to Use Group Process and Quality Tools for Tech Prep" (James D. Layton) discusses how quality tools can be incorporated into tech prep planning and implementation. "How to Implement Tech Prep" (Debra D. Bragg) describes how to apply Juran's prerequisites for strategic quality management to tech prep implementation. Appendixes include 50-state survey summary results and action steps for successful articulation. (YLB)

ED 356 314 CE 063 084

Preston, Rosemary
The Monitoring and Evaluation of Adult Literacy and Basic Education Programmes: Towards an Interactive Approach. Paper 10.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Programs; Evaluation Methods; Foreign Countries; *Literacy Education; Models; *Program Evaluation
IDENTIFIERS- *Program Monitoring

The arguments for the monitoring and evaluation of adult literacy and basic education programs are no different from those justifying monitoring and evaluation of any other educational program. The priority and status accorded different programs are likely to determine commitment to their internal and external evaluation and the form that these take. Explanations for not identifying common procedures for monitoring and evaluation are expressed in terms of complexities at program and project levels and imply limitations of evaluative procedures. However, common procedures are conceivable for monitoring and evaluation of other, equally diverse, educational projects and programs. Therefore, it is also technically conceivable in this case. Explanations for agency and government failure to introduce systematic monitoring and evaluation procedures include lack of awareness of the relevance of monitoring for effective project execution and of the importance of evaluation to future policy formulation. Structural constraints most likely explain the infrequency and lack of system in monitoring and evaluation procedures. Evaluation schemes to date have included assessment of the acquisition of the core skills of literacy and numeracy and required careful planning. A proposed common approach to evaluation would be a process by which participants have a part in systematically reviewing all stages of a literacy or basic education project and its contribution to wider sectoral objectives. (Contains 32 references.) (YLB)

Materials; Interaction; Learning Activities; Learning Modules; Learning Strategies; Postsecondary Education; Problem Solving; Questioning Techniques; *Reinforcement; Role Models; Role Playing; Secondary Education; Simulation; Speech Communication; Teacher Education Curriculum; Teacher Response; *Teaching Methods; *Team Teaching; Vocational Education; *Vocational Education Teachers

This module offering an overview of teaching strategies is 1 in a series of 10 modules written for vocational education teacher education programs. It is to supplement the American Association for Vocational Instructional Materials's Category C: Instructional Execution (Modules C-1 through C-30) of the Professional Teacher Education Module Series. This module investigates basic teaching strategies used in vocational instruction to expand the teachers' experience base and teaching repertoire. Introductory materials include the following: a listing of competencies/tasks to be covered, objective, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module provides instructional materials on these topics: the effect of teaching strategies on learning, learning styles, and techniques and methods of presenting content, including problem solving, learning reinforcement techniques, illustrated talks, techniques for improving oral communication skills, questioning techniques, demonstrations, individualized instruction, interaction techniques, role play and simulation, discussions, guest speakers, team teaching, and field trips. Fourteen activity sheets are provided. (YLB)

ED 356 334 CE 063 400

Custer, Rodney L.
Vocational Education in the Whole School Curriculum. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 40p.; For related modules, see CE 063 398-407.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Behavioral Objectives; *Competency Based Teacher Education; Course Content; Educational Cooperation; *General Education; Higher Education; Instructional Materials; *Integrated Curriculum; Learning Activities; Learning Modules; *Role of Education; Secondary Education; *Systems Approach; Teacher Education Curriculum; Vocational Education; *Vocational Education Teachers

This module on vocational education in the whole school curriculum is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to help vocational teachers examine the role of vocational education in the whole school. Introductory materials include the following: a listing of competencies/tasks to be covered, objective, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module consists of four major subsections. Each subsection, referred to as learning experience, addresses selected competencies from the listed competencies/tasks. Additionally, each learning experience contains several different activities. The learning experiences are as follows: (1) conduct an analysis of the relationship selected Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) Chapters in high schools in a southern state to identify leadership training topics. Two instruments were used: Demographic Questionnaire and Leadership Training Topic Questionnaire (LTTQ). The LTTQ contained 22 items, identified through a literature review, for assessing student member perceptions regarding relevant topics that could be used for training student officers. Instrument design allowed students to check topics perceived important using a yes/no format for inclusion in leadership training. Analysis consisted of frequency and percentage distributions, principal component analysis, and analysis of variance. Results revealed a clear factor pattern of the leadership training topics, and 20 of the 22 training topics were perceived to be of sufficient importance for inclusion in leadership training designed for high school home economics students. Three recommendations were made: incorporate leadership training into all FHA/HERO chapter activities; continue leadership training, initially using the top 5 or 10 topics and incorporating others as needed; and develop leadership training packets. (Contains 15 references and 3 data tables.) (YLB)

ED 356 352 CE 063 428

Rochte, Newton C.
Accreditation of Continuing Professional Education: A Project for Improving Continuing Professional Education Accreditation through Greater Involvement of National Associations, Accrediting Bodies, and Certifying Organizations.
PUB DATE- 29 Dec 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Educational Assessment; Educational Quality; Educational Research; Institutional Evaluation; Literature Reviews; Models; Postsecondary Education; *Professional Continuing Education; Professional Development; *Quality Control; Standards; State Standards

Unlike traditional postsecondary education, continuing professional education (CPE) does not have a long-established system of legally recognized program providers coupled with a quality control mechanism of institutional and specialized accrediting bodies. Accrediting bodies are just beginning to insist on CPE quality standards comparable to their standards for credit-granting institutions. Inadequate service in the disorderly marketplace of CPE programs by reputable and legally recognized accreditation bodies and the reluctance of the Council on Postsecondary Institutions to legitimize continuing education programs make it imperative for action to be taken in improving the current CPE system of accreditation. A research for action project has been proposed to improve postsecondary education accreditation in general and CPE in particular. One intended outcome of the project is to develop a model of excellence for accreditation of CPE programs for practitioners in professional fields, including those for whom state licensure is required. A literature review helped determine purposes and outcomes of CPE accreditation. Prospective users have been identified. A proposed CPE accreditation model has been developed. (Each chapter concludes with a list of references. Chapter V presents the CPE Accreditation Model: Essential Characteristics. Appendixes include a 266-item bibliography, list of potential advisory group members, article evenly distributed among managers, schools, students, and the government. What is required is a new publicly sponsored partnership linking the nation's enterprises, schools, and workers. Primary responsibility for improving the quality of the work force lies with the enterprise. The firm needs to develop a flexible portfolio of worker skills, capable of quick adjustments in production aims and methods. Enterprises should be responsible for determining skill requirements and communicating those needs to educational suppliers. The nation faces a dual challenge: to prepare future workers by improving the nation's schools and to reequip the current labor force through work-related education and training. Schools need to focus more on product, less on process and to teach core competencies: mathematics, communication skills, and citizenship. The success of retraining efforts depends on the emergence of local markets that link corporate customers with educational suppliers. Too many workers lack the information and confidence to build effective skill portfolios. Individuals must be comparison shoppers for educational purchases, invest in broad-based skills for long-term payoff, and build a productive partnership with the employing firm. Public agencies must improve public schools, facilitate local market linkages, and evaluate federal funding of proprietary education. (YLB)

ED 356 370 CE 063 455

Hacker, James C.
Competency-Based Job Related Basic Skills Training through a Model Partnership. Final Report and Final Evaluation Report of National Workplace Literacy Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Mar 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; Competency Based Education; Computer Managed Instruction; Demonstration Programs; *Inplant Programs; *Job Skills; *Job Training; *Literacy Education; Optical Disks; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; *Retraining; Staff Development; Student Motivation; Student Recruitment; Unions; Videotape Recordings
IDENTIFIERS- Comprehensive Adult Student Assessment System; *Workplace Literacy

A workplace literacy demonstration project was implemented through a partnership among the Michigan Department of Education, Michigan Institute for Adult Learning and Literacy, and the United Auto Workers/General Motors (UAW/GM) Human Resource Center. Competency-based, job-related foundation skills training was provided for 400 employees, and adults were provided with sufficient basic education to enable them to benefit from job training and retraining programs. Skills centers were established at three UAW/GM sites; these demonstration locations used the following methods: (1) Skills 2000, a video/laser disc program, to recruit and motivate students; (2) Comprehensive Adult Student Assessment System (CASAS) to conduct indepth assessment of each student; and (3) Adult Basic Skills (ABS), a computer-managed educational program of Learning Unlimited to provide basic skills instruction in an onsite, open entry/open exit learning center. An external evaluation used 4 methods: interviews with 34 admission to an alternative high school (n=19) and nursing assistant program (n=25) at a Wisconsin postsecondary institution on the Assessment of Student Skills for Entry Transfer (ASSET) test and the Nelson-Denny Reading Test. (Applicants who did not achieve a minimum score on ASSET then took the Nelson-Denny.) The hypothesis was that there would be no significant differences in applicants' performance as shown by the raw scores on the two tests. Three test cycles were scheduled. All 44 subjects took ASSET in the first test cycle. Subjects who were determined by a coin toss to be tested in cycle two with the Nelson-Denny and cycle three with ASSET were labeled Group 1 (n=21). Those who were determined by coin toss to be tested in cycle two with ASSET and cycle three with the Nelson-Denny were labeled Group 2 (n=23). A dependent t-test was used to analyze data. Students' performance on ASSET was significantly different from their performance on the Nelson-Denny. Students' performance on ASSET was also significantly different from their performance on a retest with the ASSET. The hypothesis was rejected in four of the five comparisons between performance on the ASSET and performance on the Nelson-Denny. It was recommended that multiple tests used for educational decisions such as placement must measure the same things and must measure what the curriculum deals with. (YLB)

ED 356 387 CE 063 481

The 1993 Agenda for the National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Educational Improvement; *Educational Research; Postsecondary Education; *Research and Development; *Research and Development Centers; Research Needs; *Research Projects; *Research Utilization; Secondary Education; *Vocational Education
IDENTIFIERS- *National Center for Research Vocational Education

This paper contains a mission statement and overview of the National Center for Research in Vocational Education's (NCRVE) agenda for 1993. The first part outlines the goals and programs of NCRVE's six research and development areas: the economic context of vocational education; the institutional context of vocational education; curriculum and pedagogy; students in vocational education; personnel in vocational education; and accountability assessment. Projects in each of these areas are described. The second part of the paper outlines the goals and programs of the five development and training areas: dissemination; professional development; special populations; planning, evaluation, and accountability; program development, curriculum, and instructional materials. Planned projects and activities are summarized. (KC)

ED 356 388 CE 063 483

Frey, Patricia; And Others
Michigan Adult Literacy Initiative. Five-Year Report: 1985-1990.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English

writing and editing experience, it is especially relevant for writing teaching materials for adult basic education as well as for an audience for whom English is a second language. The manual is organized in six chapters that lead the reader through the following steps: (1) before you start writing (audience, resources, materials, objectives); (2) start planning and writing; (3) writing to be read; (4) language, style and tone; (5) design your material; and (6) produce and consult on your material. The workbook includes illustrations and samples from lesson plans and other instructional materials. (KC)

ED 356 406 CE 063 514

Fingeret, Hanna Arlene; Cockley, Suzanne
Teachers Learning: An Evaluation of ABE Staff Development in Virginia.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- Jul 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Educational Resources; *Inservice Teacher Education; *Program Improvement; *Staff Development; *State Programs; Statewide Planning; Teacher Attitudes; Teaching Methods
IDENTIFIERS- 353 Project; *Virginia

The extent to which current staff development mechanisms in Virginia meet adult basic education (ABE) teachers' needs for skill and knowledge development was the focus of an evaluation. (The state's staff development mechanisms were identified as a centralized resource center, a regionalized training program, a centralized annual conference, and a statewide newsletter.) Data were gathered through the following methods: individual interviews with 50 teachers and administrators; a mail survey of 360 teachers, volunteers, and administrators (72 responses); and focus group interviews with approximately 50 staff, gathered in 6 regional sites throughout the state. The study found that the extent to which any one staff development activity is useful depends upon teacher characteristics and how teachers connect it to their own situation and ways of learning. It also found that development of a staff development system has to do with creating relationships among the delivery structures and across contexts, while remaining respectful of the authority of teachers' knowledge. Staff development and program development must be connected. Recommendations were made for development of a staff development system, local and regional staff development through cluster training, and various staff development programs for administrators and state and local staff. Recommendations also were made to improve the resource center and the newsletter. (The report includes the study questionnaire and lists 26 references.) (KC)

ED 356 407 CE 063 515

Wright, John R., Ed.
The Essential Elements of a Quality Graduate Technology Education Program. CTTE Monograph 12.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

research project documented current gender perceptions of Wisconsin students and compared responses to those reported in the earlier study. The Wisconsin study included 3,363 students in grades 4, 6, 8, 10, and 12 in 26 schools who were asked the question, "If you woke up tomorrow and discovered you were the opposite sex, how do you think your life would be different?" Findings indicated that almost all girls and boys at all grade levels were satisfied with their gender. However, both girls and boys thought boys' lives were easier and more fun, whereas girls needed to be more reasonable and serious. From about the sixth grade on, there was no doubt that both boys and girls thought there was a difference in the quality of treatment by others and agreed that girls were not treated as well as boys. In the upper grades, girls said their parents would be more relaxed and not worry so much if they were boys. Surprisingly, few children mentioned differences in relationships with family members. There was almost no evidence that boys and girls agreed they were treated differently in the classroom. Both boys and girls agreed that the opportunity to be able to participate in sports, both on the playground and on school and community teams, was the major advantage of being male. At all grade levels males and females thought job opportunities were different and that males had more opportunities. (Data tables and instruments are appended.) (YLB)

ED 356 427 CE 063 545

Lytle, Susan L.; McGuire, Peggy
Staff Development at the Crossroads.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Adult Literacy; Educational Improvement; *Inquiry; *Inservice Teacher Education; Models; *Professional Development; Teaching Methods
IDENTIFIERS- *Teacher Researchers

Staff development continues to be an important but much-debated topic in adult basic education and adult literacy education. Some staff development professionals start with the "deficit" model, in which learners are presumed to be empty vessels to be filled with knowledge. This model ignores the rich and varied experience that practitioners bring with them, and it suggests that practitioners are not capable of deciding what they need in order to improve their own work or of directing their own professional development. A promising alternative to this often-used approach, the National Center on Adult Literacy's Adult Literacy Practitioner Inquiry Project (ALPIP), was initiated in 1991 to explore a new approach to building the professional work force by making practitioners' questions about their own practice the focus of staff development. ALPIP brings together adult literacy teachers, tutors, and administrators to form an inquiry community. Participants work collaboratively over time to explore topics of common interest, identify program-based needs and issues, critically analyze their own experiences and the literature in adult literacy from a field-based perspective, and carry out inquiry projects in their own program settings. These group inquiries inform each participant's reflective portfolio that leads to the selection of questions for sustained projects. Although each project is unique, two central themes cut across all of the projects to assistant, counselor, and teachers to provide an array of enhanced instructional services for the students and workshops and family outreach for parents. Responses indicated that the program had had a significant impact, speeding up and streamlining intake and registration procedures, providing systematic orientation activities, and facilitating medical needs. Findings indicated the program had successfully involved parents, orienting them to American culture and providing them with information regarding education and other matters that are especially helpful to new immigrants. The case management/team approach seemed to be effective in developing individualized, holistic approaches to meeting students' needs. Finally, the students in the program are, on the whole, succeeding. Based on these findings recommendations are made, including that the feasibility of establishing PATS homerooms or official classes be considered. (ABL)

ED 356 446   CG 024 841

Shollar, Barbara
Project AAPT: Alcohol Abuse Prevention Training Evaluation Report. OREA Report.
PUB DATE- Apr 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Elementary School Students; Elementary Secondary Education; Middle Schools; *Prevention; Program Effectiveness; *Staff Development
IDENTIFIERS- Middle School Students

Project AAPT: Alcohol Abuse Prevention Training was developed in response to the pervasive problem of alcohol abuse by young people. The goals of Project AAPT were to establish, expand, and enhance programs for the training of educational personnel that emphasize the involvement and cooperation of the family, school, and community in alcohol abuse prevention and intervention. The project was piloted in Community School District 31, which covers the borough of Staten Island. Five program objectives included: development of curriculum materials for training personnel; increased knowledge of alcohol abuse prevention education strategies; transfer of knowledge gained to instructional and non-instructional duties; student awareness of the dangers of alcohol use; and the development and dissemination of a replication guide to facilitate the implementation of similar projects in other districts. In total 331 school personnel participated in the workshops, including instructional and non-instructional staff. Findings indicated that Project AAPT was quite successful in providing school personnel with information about alcohol abuse, and prevention and intervention strategies. The workshops were generally well-received by participants. Based on the project's findings it was recommended that program administrators provide additional time in the workshop leaders' training; explore ways in which the curriculum can be customized; increase time spent in workshop sessions on assisting teachers in preparing alcohol-related classroom lessons; and provide ongoing support to workshop participants. (ABL)

ED 356 447   CS 011 256

Cloer, Thomas, Jr.; Pearman, Beverly
The Relationship of Gender to Attitudes about Academic and

Teacher Role; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Direct Instruction; Educational Issues

No trend in education has been more exalted than "whole language," which has a following of teachers, researchers, and specialists who are almost fanatical in their observance of this teaching method. The debate is between two types of direct instruction: the "atomistic" approach encourages teachers to break down reading into its component parts; the "holistic" approach preaches that teachers should teach reading in the context of a child's natural language and interests. Teachers should take an integrative approach that includes the best of both worlds. Suggestions for reading teachers include: (1) use a variety of methods; (2) when students have problems, find with which method the child has the most success; (3) try new things; (4) teach the reading of nonfiction; (5) demonstrate that reading and writing are tools for communication; and (6) keep up on their own reading and writing. Teachers should not: embrace any one method to the exclusion of others; close their minds to new, innovative, or even older methods of instruction; hoard their ideas; give up on any student having trouble reading; and assume they know whether or not their students are learning. Teachers should never forget that reading is not the most important skill in the world: a child is not doomed to failure just because he or she cannot read. (RS)

ED 356 468 CS 011 280

Siegel, Janna
Including Language in Reading Instruction.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; *Language Research; Literature Reviews; Oral Language; Reading Comprehension; *Reading Instruction; *Reading Research; Teacher Role; *Teaching Methods
IDENTIFIERS- Reading Speaking Relationship

Traditional reading methods have not focused on the language of students in the classroom as an important component of teaching reading. Language researchers have discovered that expressive oral language is an important component of reading instruction. There are several suggestions for the promotion of good language development that have been derived from the research of language, including: (1) take the child's attempts to initiate conversation seriously by listening with interest to what she or he has to say; and (2) in responding, make the child's meaning the point of departure for the adult's contribution. Research has also demonstrated the effectiveness of several classroom techniques: reducing teacher talk; a conversation/interaction form of instruction; and "responsive teaching." Teachers need to promote expressive language techniques to give the best reading instruction possible to their students. (A figure presenting a transcript from a responsive teaching session is included.) (RS)

ED 356 469 CS 011 281

McEneaney, John E.
Neural Networks for Readability Analysis.

means that writing teachers can generate more and better text in far less time than if they handwrote detailed comments. Electronic conferencing helps writing teachers to read and respond to student papers like a real reader. Teachers' responses should indicate the teachers' writing priorities to the students. Comments should also be specific. One solution to the dilemma that students must be computer literate and accomplished writers is for students to write multiple drafts, each handed back with a lengthy computer-generated comment page of detailed, organized, sensitive commentary; personal feelings and reflections; and clear suggestions and strategies for revision. (Two figures are included; 16 references are attached.) (RS)

ED 356 491 CS 213 784

Belanger, Joe; Evans, Peter J. A.
Language Awareness in Canadian Secondary Schools: The Revolution That Fizzled.
PUB DATE- Mar 93
NOTE- 69p.; Paper presented at the International Convention on Language in Education (5th, Norwich, England, United Kingdom, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Educational History; *Educational Trends; *English Instruction; Foreign Countries; Language Usage; Metalinguistics; Secondary Education; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Historical Background; *Ontario

A survey of textbooks and official Ministry of Education programs of study for the Province of Ontario, Canada, revealed three stages in the history of teaching English language in intermediate and secondary schools. Prior to the mid-1960s language study was fundamentally the study of formal grammar and standard usage. From the mid-1960s until the early 1980s language study was broadened to include descriptive grammars, the history of the English language, dialect study, and inquiry approaches. By the mid-1980s, however, interest in teaching writing--particularly "the writing process"--pushed language study into the background and writing mechanics and standard usage once more became the central focus. Suggestions for putting the "revolution" (the "inquiry" period of the mid-1960s to the mid-1980s) back on track include: (1) a careful analysis of the textbooks and other materials developed in the 1960s and the 1970s to determine why they failed to meet the ongoing needs of teachers of English; (2) taking stock of materials available, paying particular attention to gaps which must be filled; and (3) a national survey of current language teaching practices and an assessment of teacher backgrounds and student knowledge. (Contains 77 references.) (RS)

ED 356 492 CS 213 785

Bernhardt, Bill
Becoming a Writer: The Evidence from Teacher Autobiographies.
PUB DATE- 31 Mar 93
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English

necessary skill for empowering students to become citizens in a 21st century democracy. The course has three objectives: (1) to enable students to comprehend the role of public communication in democratic societies; (2) to enable students to critically evaluate human communication; and (3) to instill an appreciation of the importance of freedom of speech in American society. Such a class becomes a forum where traditional concepts of liberty, equality and justice link with contemporary American citizenship by way of the classic rhetorical premise that a good citizen is a good person who speaks well. (Nineteen references are attached.) (RS)

ED 356 513   CS 508 166

Pearson, Larry
Telecommunication Education as a New Frontier: Institution Building in Alaska.
PUB DATE- 30 May 93
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Departments; *Futures (of Society); Higher Education; *Journalism Education; *Mass Media; Program Descriptions; Program Development; School Community Relationship; Technological Advancement; *Telecommunications
IDENTIFIERS- Alaska; Curriculum Emphases; *University of Alaska Anchorage

Recent announcements of new ventures point to the important role of telecommunication in a wide range of media endeavors and underline the importance of adapting communication curricula to prepare students for living and working in an Information Age. An approach to telecommunication curriculum reform is suggested by the experience of the Department of Journalism and Public Communications at the University of Alaska at Anchorage. In reviewing its curriculum, it has used strategies that involved members of the local professional community, pointed to the relevance of telecommunication to the university's mission, and lowered barriers between the traditional professional tracks found in schools of journalism and mass communication. (Twenty-three footnotes are included.) (RS)

ED 356 514   CS 508 167

Bagshaw, Paul C.; Williams, Briony J.
Criteria for Labelling Prosodic Aspects of English Speech.
PUB DATE- Oct 92
NOTE- 5p.; Paper presented at the International Conference on Spoken Language Processing (Banff, Alberta, Canada, October 12-16, 1992). Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acoustic Phonetics; Foreign Countries; Phonemes; *Speech Communication; Stress (Phonology); Structural Analysis (Linguistics); *Syllables
IDENTIFIERS- Pitch (Language); *Speech Recognition; Speech Research

A study reports a set of labelling criteria which have been developed to label prosodic events in clear, continuous speech, choice through privatization and voucher systems. Other countries' practical experience with this model already indicates deleterious consequences for equity and access. The public-service model aims to change methods of providing services through collectivist and consumerist strategies. Local governance encompasses two dimensions (political and legal) influencing local elites' delivery of educational services. In a decentralized system, the local level will increasingly be required to provide the linkage between the local and central levels. Three local-governance strategies are reviewed: local institutional development, promoted by large donor agencies, especially USAID; the learning-process approach, based on five successful Asian decentralization experiences; and third sector collaboration, recognizing the importance of commitment and support from voluntary organizations. (Includes an executive summary and a topically organized listing of 128 references.) (MLH)

ED 356 533 EA 024 771

Evans, Robert L.
The Human Face of Reform: Meeting the Challenge of Change through Authentic Leadership.
PUB DATE- 20 Jan 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Patterns; *Educational Change; *Educational Innovation; Elementary Secondary Education; *Leadership; Program Implementation; *Resistance to Change; *School Restructuring

With some notable exceptions, the school critics in the first and second "waves" of restructuring have largely neglected problems of resistance in implementation of reform. The primary task of managing change is not technical, but motivational. Building commitment to innovation among those who must implement it requires a focus on readiness. Implementation depends on four change dimensions that often impede restructuring efforts: (1) substance (the content of reform); (2) staff (the faculty's willingness and capacity for change); (3) setting (the strength of a school as an organization); and (4) leadership. Problems encountered in the first three dimensions place an exceptional burden on the fourth. Authentic leadership is needed to overcome these obstacles; leaders must no longer aim at manipulating subordinates, but at motivating followers who invest themselves actively and become self-managing, engaged participants. Five biases for innovative leadership action include clarity, participation, communication, recognition, and confrontation (versus avoidance). All these artful endeavors are effective when rooted in authenticity. Authentic leaders demonstrate a clear commitment to new goals while inspiring, pushing, modeling, advocating, and confronting. At the same time, they show a strong investment in teachers by acknowledging, encouraging, rewarding, respecting, and listening. (Contains 20 references.) (MLH)

ED 356 534 EA 024 776

Issues Outlook 1993: A Survey of State Legislative Priorities.
PUB DATE- Dec 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

prescribes," but does not cover the transfer of students between schools within a district. The Arizona Department of Education conducted a survey of enrollment characteristics in the state's 221 school districts. School districts reported 10,115 inter-district student transfers and 29,971 intradistrict transfers. Statewide enrollment is 683,648. The highest intra- and inter-district transfers were reported in the Phoenix and Tucson areas. The most common reason cited for interdistrict transfers was general academics followed by proximity to home, work, or day care. Availability of specialized programs was the most common reason cited for intradistrict transfers. The ethnicity of interdistrict transfer students, both statewide and in specific districts, is different from the overall ethnic composition of the state's public school enrollment. Most district superintendents support open enrollment, and the majority of districts can accommodate additional nonresident students. Seven appendices forming the greater part of this report include the survey instrument, detailed information about the survey methods and results, and statistical tables showing effects of transfers, reasons for transfers, and actual and expected transfers out of district. (JTP)

ED 356 552   EA 024 812

School Finance Reform: The Role of the Courts. CPRE Finance Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Court Litigation; *Court Role; *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Problems; School Law; *State Aid; State Government; *State School District Relationship
IDENTIFIERS- Rodriguez v San Antonio Independent School Dist

Less than half of the challenges to unequal state school financing laws have succeeded. And among those challenges that were successful, funding equity has eroded over time and the litigation has been costly and protracted. However, judicial remedy is still a possible means for restoring equity in school financing and improving education. Most of the problems in school finance litigation were raised in the original Rodriguez opinion (San Antonio Independent School District v. Rodriguez, 1973). In that case, the U.S. Supreme Court held 5-4 that disparities in educational spending due to local wealth are constitutionally allowed. The greater part of this research brief, which is based on an article by William H. Clare, evaluates the status of seven fundamental questions concerning school finance litigation and reform raised by this case. The questions are: Does increased spending improve education? How much increased spending is needed? Are local governments as capable as the state to set educational spending levels? Should revenue be redistributed from wealthy to poorer districts? Should the special educational needs of poor children be accommodated? What is the court's role in educational reform? and Is finance reform compatible with educational restructuring? The brief then presents a three-part remedy instructional reform (40), methods of grouping students (24), student engagement (11), and alternative assessment (28). Section 3, "Professional Life of Teachers," contains 35 references on analysis of teachers' work life (20), and proposals for enhancing the teaching profession (15). Section 4, "School Governance," contains 57 references on policy issues and new structures for accountability (15), school-site management (13), leadership (10), and school climate and culture (19). Section 5, "Collaboration Between Schools and Community," contains 20 references on policy issues (10), coordination of social services for children (7), business and school partnerships (4), and parent involvement (9). Contains an author index. (TEJ)

ED 356 571 EA 024 849

Beeson, Geoffrey W.; Matthews, Robin J.
Early Professional Concerns: Becoming a Principal in Australia.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Foreign Countries; *Principals; Public Schools; School Administration; Teacher Administrator Relationship
IDENTIFIERS- *Australia; *Beginning Principals

Changes in recent years in the Australian educational system, including school restructuring, decentralization, and different educators roles, has put increased pressure on principals. Principals may have to deal with different levels of authority for different issues. A previous study, began in 1988 and called The Beginning Principals Study was designed to examine common concerns and experiences of beginning principals. This paper reports results from that part of the study aimed at identifying common concerns among new principals in the first half year of their principalships. A varied group of four primary and four secondary school beginning principals from the state of Victoria was chosen for the study. Four researchers visited the principals at the beginning of the 1989 school year and three times during the year. Several telephone interviews were also conducted. In addition, questionnaires were sent to 53 beginning principals. Intensive research with the eight beginning principals revealed they shared seven major concerns: relationships with staff, policy and curriculum reviews and development, administrative structure and financial management, school image, communication within the school community, time management, and student discipline. Five minor concerns were also identified: school physical environment, central Ministry of Education support, collaborative decision making, nonteaching-staff management, and teacher management. Beginning principals responding to the survey were concerned with curriculum development, school finances, school image, student discipline, school buildings, and consultative procedures. The study will continue for 5 years, providing an opportunity to observe how the principals adapt to their new roles over a longer period. (Contains 13 references.) (JPT)

ED 356 572 EA 024 862

Guthrie, Larry F., Ed.; And Others

IDENTIFIERS- Quebec

This guide, presented in both the English and French language versions is designed to accompany a 36-minute video illustrating systematic behavioral observation methods. Together, the video and the guide comprise a training module that suggests simple and effective observational methods that will help teachers in Quebec assess students objectively and, if necessary, develop more successful instructional approaches. The guide provides information on the advantages of applying observational methods in the school and on the steps involved in observation, which include definition of behavior, behavior analysis, choice of method of observation, and interpretation of results. It also offers concrete examples of observation and suggests the appropriate observational method in each case. Appendixes contain a classification of child behavior and various behavioral analysis and observation charts. (JDD)

ED 356 590 EC 302 030

Tremblay, Richard; Royer, Egide

L'Identification des eleves qui presentent des troubles du comportement et l'evaluation de leurs besoins. Ecole et comportement. (Identification of Students with Behavior Problems and Evaluation of Their Needs. School and Behavior.)

PUB DATE- Dec 92

NOTE- 70p.

LANGUAGE- French

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Behavior Problems; *Definitions; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Handicap Identification; Incidence; Intervention; School Districts; Secondary School Students; *Student Evaluation

IDENTIFIERS- *Quebec

This guide focuses on identification and evaluation of students with behavior problems, emphasizing that identification of behavior problems is influenced by social values. The first chapter discusses the necessity for developing a definition of behavior problems from the educator's perspective, and outlines prevalence rates for behavior problems in Quebec, Canada. The second chapter describes the evolution of official definitions used by school districts in Quebec. This chapter notes the practical difficulties underlying former definitions. The third chapter clarifies the current definition, indicating criteria which permit, with a minimum of ambiguity, the identification of students with behavior problems. In the fourth chapter, two complementary methods of behavior evaluation (normative assessment and functional assessment) are presented, and their advantages and disadvantages are outlined. Normative assessment serves to group and classify observations, while functional assessment orients itself towards immediate intervention. The final chapter addresses the practice of evaluation, outlining the following five steps in the evaluation process: dealing with the problem in the classroom; prereferral intervention; assessment of the need for special education services; choice of appropriate interventions; and implementation and subsequent re-evaluation of selected interventions. (Contains 52 references.) (JDD)

Rehabilitation Exchange (RRX) Project as an exemplary program model in the area of independent living services. The RRX concentrates on identifying exemplary programs for people with disabilities in five states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. This manual provides information about: (1) the background and purposes of the RRX; (2) service categories identified as priorities for review of exemplary program models; (3) program review procedures and criteria; (4) procedures for completing the IRF; and (5) technical assistance responsibilities for programs designated as exemplary. A sample IRF completed by an agency providing independent living services is attached. (DB)

ED 356 609 EC 302 049

RRX Catalog of Exemplary Programs.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Feb 93
NOTE- 117p.; A product of the Regional Rehabilitation Exchange project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Programs; *Independent Living; Information Dissemination; Job Placement; Models; Program Evaluation; Regional Programs; Rehabilitation; *Supported Employment; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Regional Rehabilitation Exchange Project

This catalog describes 22 programs selected as exemplary by the Regional Rehabilitation Exchange (RRX) project, in the areas of supported employment, job placement services, school-to-adult life transition, and independent living services. The programs are located in federally designated Region VI, consisting of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Introductory information describes the background and purposes of the project, the scope of the project, prerequisites for peer review, criteria used in review, critical evaluation factors, review procedures, implications of exemplary program designation, and membership of the Peer Advisory Review Council. Program descriptions are then grouped by category. Each description provides information on: organizational mission, organizational profile, contact person, consumer populations served, types of services/activities, major activities in more detail, outcome data, costs, and staffing. A final section lists all previous (since 1984) programs identified as exemplary by the RRX and previous Peer Review Advisory Council members. (DB)

ED 356 610 EC 302 050

Obiakor, Festus E.
"America 2000" Reform Program: Implications for African-American At-Risk Students.
PUB DATE- 9 Apr 93
NOTE- 17p.; Paper presented at the Annual International Conference of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

formation or interested in being well informed about bilingual education. The first section outlines the evolution of bilingual education, giving a historical perspective on both federal and some California state legislation and guidelines. Subsequently, practical program design and implementation issues are discussed and appropriate resources are identified. These issues include identification and assessment of limited-English-proficient (LEP) students, and alternative curriculum models, including full, partial, and transitional bilingual programs, language maintenance, bilingual individual learning program, underachieving linguistic minority student supplemental education, and high-intensity English-as-a-Second Language instruction. A subsequent chapter discusses two theoretical issues in language development of LEP students: use of vernacular language and emphasis on cultural identification and pride. An annotated bibliography cites current research on a number of the topics previously discussed. Finally, articles on formal English as a second language and on cognitive style in bilingual education are appended. (MSE)

ED 356 629 FL 021 118

Mahone, Alicia
Training Manual for the Implementation of a Bilingual Education Instructional and Training Materials Development Process/Model.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 30 Jun 84
NOTE- 84p.; For related documents, see FL 021 117-124.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; *Bilingual Instructional Materials; Committees; *Curriculum Development; Elementary Secondary Education; *Inservice Teacher Education; *Material Development; Models; Needs Assessment; Policy Formation; School Districts; Systems Approach; *Urban Schools

The report describes a federally funded project to develop a program process and model through which urban educators can be trained to develop locally appropriate bilingual education instructional materials. The first chapter summarizes the procedures used in the project, from needs assessment and literature review through formation, efforts, and conclusions of a technical team. The second section describes the resulting process by which an urban school district can develop bilingual curriculum and teacher training materials. Broadly, the steps in this process include: assessing needs and reviewing past efforts; determining a structure and procedure for deliberation and decision-making; identifying key process issues and their interaction; and developing materials. An outline for this process defines, in 19 distinct steps, the school district's responsibility, materials development group's responsibility, and resulting product desired. The third section discusses a number of major issues likely to arise, including adoption and internalization of the process, adoption of appropriate implementation strategies and policy, and expansion of successful material development to other language groups, grade levels, and subjects. Appended materials include suggestions and forms designed to facilitate the material development process. (MSE)

ED 356 630 FL 021 119

Second Language Programs; *Second Languages; Sex; Skill
Development; Student Attitudes; Testing
IDENTIFIERS- Africa; *Australia; Japan; Maori (People);
Melanesia; Netherlands; New Zealand; Singapore; Spain

This document consists of the three issues of the serial "VOX" published in 1989-1991. Major articles in these issues include: "The Original Languages of Australia"; "UNESCO and Universal Literacy"; "Language Shift and Maintenance in Torres Strait"; "Maintaining and Developing Italian in Australia"; "Literature and Language Learning"; "The Interview Test of English as a Second Language"; "Trends and Factors in Language Shift in Australia"; "Banishing Fear from Assessing LOTE Learning"; "Some Thoughts on Gender, Inequality and Language Reform"; "The Languages of Spain: A Causerie"; "Language Retention by Ancestry and Generation"; "Language and Economy in their Cultural Envelope"; "A Hard-Nosed Multiculturalism: Revitalising Multicultural Education?"; "Asian Studies in Australia and Some Overseas Comparisons"; "Languages for the Professions: Linguistic and Cultural Presuppositions"; "Plain English: Simple or Simplistic"; "The Role of Mother Tongue Literacy in Third Language Learning"; "Maori Bilingual Education and Language Revitalization"; "World Trends and Issues in Adult Literacy"; "The Samoan Language in the New Zealand Educational Context"; "Student Opinions of a French Language Immersion Program"; "Pijin Long Melanisa Tede--Melanesian Pidgin Today"; "Bilingual Education and the Eastern South Pacific: Fact or Myth?"; Toward Communication-Oriented English Teaching in Japan: The Introduction of Native Assistant English Teachers"; "Aboriginal English: An Introduction"; "Ethnic Minority Pupils in the Netherlands"; "Australian English"; "Language Planning in Africa"; "Voices of the Generations to Come: What Future for Minority Immigrant Languages?"; "The Role of English in the Development of a National Identity in a Multilingual Setting: The Singapore Dilemma"; "Early German at Ridley"; "Teaching Cognitive Skills in the Foreign Language Classroom: Reading and Thought"; and "Estimating Sydney's Language Resource: Preliminary Findings of Four Years of College Selection Tests." (MSE)

ED 356 649   FL 021 149

Chiang, Belinda; Pochtrager, Fran
A Pilot Study of Compliment Responses of American-Born English
Speakers and Chinese-Born English Speakers.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chinese; *Cultural Differences; *Cultural Traits;
English; Intercultural Communication; *Interpersonal
Communication; *Interpersonal Competence; *North American
English
IDENTIFIERS- *Chinese People; *Compliments (Language)

This study investigated the ways in which Chinese-born speakers of English and American-born speakers of English differed or were similar in their responses to compliments on: (1) ability; (2) appearance; and (3) possessions. Subjects were 15 Chinese and 15 American individuals, controlled for gender and status. Subjects were asked to write their responses to hypothetical compliments given in 18 specified situations. Responses were classified in five categories: acceptance; positive elaboration; neutral elaboration; negative elaboration; and denial. Results showed significant differences in the two begins with an overview of the project. Chapter 2 explains the design of the original field test, revisions made to it, and site selections. The third chapter describes sampling activities: securing school district cooperation, obtaining lists of students, and selection of sample individuals. Samples were drawn from Miami (Florida), El Paso (Texas), San Francisco (California), and Ganado and Window Rock (Arizona). Data collection activities are outlined in chapter 4, and analysis activities are described and results are presented in chapter 5. Appended materials include the bilingual study census questionnaire and compilations of additional results of discriminate analysis. (MSE)

ED 356 669   FL 021 179

Stolz, Walter; Bruck, Margaret
A Project To Develop a Measure of English Language Proficiency. Final Report.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- 15 Jun 76
NOTE- 290p.; For a related document, see FL 021 178. Appendixes 9-20 not attached.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Age Differences; Bilingualism; Children; Data Collection; English (Second Language); *Language Proficiency; *Language Tests; *Limited English Speaking; *Measurement Techniques; National Surveys; Program Descriptions; *Questioning Techniques; *Research Methodology; Test Construction; Test Validity

A project to develop a measure of English language proficiency (MELP) for use in a national survey of income and education, to estimate the number of people of limited English proficiency, is reported. The preferred form of the instrument was a short series of questions to be asked by an interviewer and answered by an adult member of a household. Principle activities in the project were: (1) development of possible MELP questions; and (2) criterion instruments against which to validate them; (3) field-testing of MELP questions in several ethnic groups; (4) analysis of resulting data to select the best questions for survey use; (5) derivation of scoring keys to translate any pattern of responses into language proficiency categorization; and (6) examination of methodological questions concerning surveys of populations whose native language is not English. A set of about 10 questions were selected for inclusion in the MELP, based on high correlation with respondents' performances on a developed test of English proficiency and on school language proficiency classifications. Slightly different questions were chosen for adults and children. The report describes, in some detail, the procedures used, results obtained, and conclusions drawn. Appended materials include data from analyses, and other supplementary material. (MSE)

ED 356 670   FL 021 180

Peeters, Yvo J. D., Ed.; Williams, Colin H., Ed.
The Cartographic Representation of Linguistic Data. Discussion Papers in Geolinguistics Nos. 19-21. Selected Papers from a Geolinguistic Seminar (Le Pailly, France, September 10-13, 1992).
PUB DATE- 93

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Classroom
  Techniques; Course Content; *Curriculum Development; Daily
  Living Skills; *English (Second Language); Family Programs;
  *Literacy Education; Program Design; *Relevance (Education);
  *Student Participation; Teaching Methods

This guide offers ideas for adult literacy curriculum development using a participatory approach. Its intent is not to prescribe a curriculum but to raise issues associated with the varied needs of limited-literacy students and with development of curricula to address these needs. An introductory section discusses how the guide evolved and can be used. Chapter 1 explains the principles behind the participatory approach to curriculum development. Chapter 2 discusses program structure, including the relationship between structure and practice, the institutional context, staffing, site selection, student population, admission, orientation, and support services. The third chapter moves into the classroom, looking at the participatory cycle in action. Chapter 4 discusses how to find student themes, including establishment of a participatory atmosphere, practice of conscious listening for issues, problems, and concerns, and use of catalyst activities to elicit these issues and concerns. The fifth chapter discusses how to develop curriculum around themes, and recurring issues arising in the process are examined in chapter 6. Chapter 7 looks at how students can and do use literacy to make meaningful change in their lives. The eighth chapter outlines issues and methods in student evaluation. A list of additional resources is appended. (Contains 55 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 689   HE 025 893

Topor, Robert S.
The Complete Guide to Focus Group Marketing Research for Higher
  Education.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055),Reports - Descriptive
  (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Facilities; Group Behavior; Group
  Discussion; *Group Dynamics; Guidelines; Higher Education;
  *Marketing; Meetings; Planning; Qualitative Research; Reports;
  *Research Administration; *Research Methodology
IDENTIFIERS- *Focus Groups Approach; *Marketing Research

This guide discusses the use of focus groups in marketing research for higher education. It describes the differences between qualitative and quantitative research, and examines when it is appropriate to use focus group research, when it is not, and why. The guide describes a step-by-step approach in how to plan, formulate, moderate, and report and evaluate focus group marketing research. Specific areas of discussion include (1) reasons for considering the use of focus groups, (2) screening and recruiting group members, (3) the type of facilities most conducive for conducting focus group meetings, (4) considerations in successfully running a marketing research focus group, (5) developing a moderator's guide, (6) how to combine question-asking with moderating, (7) dealing with focus

Barbara B. Burn, describes the long-standing relationship between these two institutions in order to identify some of the main characteristics that have contributed to this relationship and as a means to explore some of the deterrents or impediments to educational cooperation between universities and colleges in Japan and the United States. The second paper, "Student Exchanges and the Use of Technology" by Jackson H. Bailey, discusses the diverse conflicts and difficulties that arise out of student exchanges between Japan and the United States and argues that these issues must be resolved because effective educational exchange is so important to education and technology in both nations. The third paper, "Morehouse College Offers a New Direction in Japanese African American Relations" by Lee Gallo, describes the in-progress development of a Japan-United States friendship commission and argues for the increased participation of black students in international exchange programs. (JB)

ED 356 708 HE 026 364

Pedersen, Paul
The New China Syndrome: Delayed Return as a Viable Alternative to the "Brain Drain" Perspective.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Developing Nations; Foreign Countries; *Foreign Students; Graduate Students; Higher Education; International Educational Exchange; *Migration Patterns; *Public Policy; Student Exchange Programs
IDENTIFIERS- *Brain Drain; *China; Chinese People; Delayed Return (Foreign Students); United States

This paper examines the "brain drain" phenomenon particularly in the context of Chinese students studying in the United States and the People's Republic of China's attempts to respond. An opening section critiques the "brain drain" notion arguing that it is an inadequate construct for the actual flow of personnel and ideas between industrialized and developing nations. A further examination of the delayed return of Chinese students studying in the United States notes the changes since the Tiananmen Square incident which have caused many Chinese students in the United States to take a "wait and see" attitude to returning. The central section describes the Chinese government's efforts to combat the delayed return phenomenon through improved living and working conditions and selection for study abroad of advanced students and scholars who are already working and have ties to institutions or jobs in China. In a discussion of why Chinese students are not returning, the paper cites the government's fears that many are seeking business opportunities, and others observe that students are watching for changes in the political and economic conditions. A final section offers suggestions to ensure that students who are delaying return do not make that decision permanent. An appended newsletter article describes the Chinese Student Protection Act. (JB)

ED 356 709 HE 026 365

Potts, Joe D.
International Students at Fort Hays State University: An Impact

as well as productivity comparisons in other occupations. The paper concludes with an eight-point agenda for reshaping faculty productivity. The recommendations cover (1) increasing the proportion of annual personal rewards while preserving academic freedom and tenure; (2) the development of clear productivity standards and accountability; (3) the retention of flexibility for faculty to set their own agenda; (4) the offering of incentives and rewards that reinforce institutional or departmental objectives; (5) integrated responsibility for managing both revenues and costs; empowerment of those assisting in executing the agenda; (6) the requirement to manage revenues, values, and outcomes of productivity, not just the costs or budget allocations; (7) empowerment of higher education's "customers"; and (8) the need to "manage" to institutional objectives and value creation, not to the regulation of faculty behavior. (Contains six references.) (GLR)

ED 356 728 HE 026 384

Russell, Alene Bycer
Faculty Workload: State and System Perspectives. State Policy and College Learning.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Nov 92
NOTE- 82p.; For related documents, see HE 026 383-386.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; Compensation (Remuneration); Faculty College Relationship; *Faculty Workload; Governance; Higher Education; Part Time Faculty; Policy Formation; *Productivity; Program Development; Surveys; Teacher Attitudes; *Teacher Evaluation; Tenure; Universities

This paper presents the results of a study on faculty workload undertaken by the State Higher Education Executive Officers (SHEEO) as part of its ongoing interest in issues of cost and productivity in higher education. The survey not only included responses from SHEEO members in the 50 states, but also from multi-institutional system governing boards, including community college boards, for a total of 71 responses. The paper is organized into four sections. The first section summarizes national survey data on faculty workload and opinions about teaching/research issues. The second section explores state- and system-level issues and priorities and places faculty issues into this broader context. The third section examines the actions of SHEEO agencies, system-level boards, and state legislatures in setting policies and standards regarding several faculty issues, namely: (1) the number and types of faculty; (2) workload; (3) tenure and evaluation; (4) compensation; and (5) use of part-time faculty. The final section focuses on data collection and analysis efforts, exploring the kinds of efforts being made, how data are used and future needs and expectations. Appendix A describes the survey methodology and includes a description of the sample and response rates for various sub-samples. Appendix B contains the survey instrument, and Appendix C consists of supplementary tables. (GLR)

ED 356 729 HE 026 385

Jordan, Stephen M.; Layzell, Daniel T.
A Case Study of Faculty Workload Issues in Arizona: Implications

international student speaker program provides speakers (from the university foreign student population) for community organizations and schools. The results of the survey (49 responses to a survey questionnaire) and practical experience indicated that the typical program involves 25 to 50 students per year and at least 20 presentations. Audiences for speakers are commonly schools but also include civic organizations, church groups, scouts, and mass media outlets. The program is usually run out of the university or college's international office which matches requests with speakers, recruits students, publicizes the availability of the program, orients potential participants, and trains participants. Perennial problems usually are in finding time, sufficient financial support, logistics of transportation and scheduling, and communications. Characteristics of a successful program include good speakers and good audiences, program organization, cooperation and collaboration with other agencies, and evaluation. In addition, the survey found several interesting variations on the traditional speakers program format. Appended are a listing of 48 programs and sample forms, fliers and questionnaires from two programs. (JB)

ED 356 747 HE 026 405

Leeds, Julie D.
The Course Syllabus as Seen by the Undergraduate Student.
PUB DATE- 93
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Course Descriptions; Course Objectives; Course Organization; Grading; Higher Education; *Student Attitudes; *Undergraduate Students; Undergraduate Study

An undergraduate student offers reflections and observations on college course syllabi. Since the syllabus is the student's guide through the course, it should be clearly organized allowing students to find information quickly. It should outline the expectations that students and instructor will have during the course. In addition a syllabus must make clear the dates and deadlines for tests and papers with explanation of the content of each test and the subject matter of the papers and projects. Syllabi should explain the penalties for cheating, plagiarism, missed attendance, missed exams, and late assignments. Finally, the syllabus should make clear how grades will be calculated. In a final section the paper offers eight suggestions for effective syllabi: (1) keep information concise; (2) present important ideas at the beginning; (3) make expectations clear; (4) list all important dates and deadlines; (5) give an explanation of all grading factors; (6) explain how the course material relates to life beyond the course; (7) explain the role of the syllabus in class; and (8) call attention to the course objectives frequently throughout the course. (JB)

ED 356 748 HE 026 406

Warner, David; Leonard, Charles
The Income Generation Handbook: A Practical Guide for Educational Institutions.

IDENTIFIERS- *Bulgaria

In 1987, the Bulgarian government and cooperating international agencies launched the program, "Children in the Information Age," a project aimed at: conducting and promoting national research into, exchange of information about, development and application of, practical training in, and methods and techniques for the introduction of informatics in the education of children; and assisting the international community to pursue similar endeavors by means of making its research facilities and training programs available to interested scientists and students from other, particularly developing, countries. Outputs of the project included: (1) establishment of the Research Centre for Educational Informatics (RCEI); (2) awareness of the introduction of computers and related tools into the process of education and education of teachers; (3) research, development, and adaptation of training systems; (4) implementation of new methods and new tools, including hardware, software, and videoware; (5) training activities; (6) a system of scientific and technical publications and information bulletins; and (7) exchange of experience. RCEI activities for the near future will include computer-based environments in math and science education, design and implementation of multi-functional technological hardware devices, design and implementation of artificial intelligence-based tools and systems, experimental and implementation activities, and training of specialists. (Contains 35 references.) (ALF)

ED 356 766 IR 015 987

Bland, Kay P.; And Others

Student Attitudes toward Learning Link: A Distance Education Project.

PUB DATE- 92

NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Observation Techniques; *Distance Education; Educational Equipment; Educational Research; Graduate Students; Higher Education; *Interactive Video; Interviews; Nontraditional Education; Preservice Teacher Education; *Student Attitudes; Teaching Methods; Telecommunications

IDENTIFIERS- Memphis State University TN; Student Surveys; Training Needs

The purpose of this study was to investigate the first offering of two interactive distance education courses--curriculum and instruction and educational administration--at Memphis State University. Subjects were the 69 graduate students enrolled in the classes and the 2 instructors; data were collected by written surveys, interviews, and class observations. Areas examined included study habits, use of equipment, technical quality of sound and video, instructors' questioning techniques, the distance education environment, the nature of distance education courses, teaching strategies, effect of the equipment on student performance, and student preferences for teaching methods. Based on the findings, several recommendations were offered related to audio problems, distance education instructor training programs, use of

ED 356 315 CE 063 287

Not by Myself...Creating Communities of New Writers in the South.
PUB DATE- 92
NOTE- 51p.; For a related document, see CE 063 288.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Creative Writing; *Descriptive Writing; English Instruction; *Literacy Education; Reading Skills; *Student Writing Models; Writing (Composition); *Writing Instruction; Writing Skills

This magazine contains literary pieces/writings by 31 new writers in the southeastern United States. The works span a broad range of topics: remembering times past, reflections on special people, social concerns, family life, and work. Authors' comments or autobiographical notes and photographs accompany the pieces. Titles include the following: "A Serious Accident," "My Early Memories," "Work," "How Things Were When I Was Small," "People," "Life," "A Life Time Dream," "My Trip," "A Story about My Dad," "Little Grandson," "Bluffing Your Way through Life," "Sunday Morning Breakfast," "Summer in the Country," "My Grandfather," "The Story of Sandy Brooks," "Mama," "Loving You," "Dinner at Church," "In the Late 30's and Early 40's," "Hog Hunting," "Listen," "Aunt Emma," "A Beautiful Woman," "Hard Times," "My People," "Hope," "Making Mud Pies," "Big Sister," "My Goals," "Grandmother," "Memories of 1964," "Time Line," "The Garden," "Memorable Moments," and "What Is Stress?" "How To Use Student Writing in the Classroom" (Jereann King) follows the pieces and offers suggestions for the literacy class, office waiting rooms, libraries, and other community settings. Biographical notes of those literacy students who participated on the advisory editorial board are appended. (YLB)

ED 356 316 CE 063 288

Perry, Carrie; And Others
Just Like When. A Collection of Stories by New Writers Inspired by Photographs.
PUB DATE- Jan 92
NOTE- 59p.; Stories collected by Jereann King. For a related document, see CE 063 287.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Blacks; Creative Writing; *Descriptive Writing; English Instruction; *Literacy Education; Older Adults; Photographs; Reading Skills; *Student Writing Models; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- African Americans

This publication contains the stories of seven African-American students in the literacy class at the Council for Senior Citizens in Warrenton, North Carolina. The stories were inspired by photographs selected from photographic books with images of African Americans in familiar settings, particularly rural settings. Autobiographical information about the authors accompanies each selection. Titles are as follows: "Gettin' Baptized," "Making Quilts," "Good Old Mule," "Death in the Family," "Community Elders," "Fishing Story," and "The Mule." Following the stories is an article, "Using Photographs to Inspire Writing and Create Learning Experiences" by Jereann between the goals of vocational education and general education; (2) examine the image of vocational education; (3) identify and access state and local documents stipulating high school graduation requirements; and (4) develop a joint activity (with a math, science, or English teacher) to build a vocational student's skills in a key skill and/or core competency. A learning experience may consist of some or all of these components: list of competencies/tasks, introduction, activity/information sheet(s), supplemental reading, and worksheet(s). (YLB)

ED 356 335 CE 063 401

Petch, Beverly
Modifying Curriculum. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 33p.; For related modules, see CE 063 398-407.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *Cognitive Style; *Competency Based Teacher Education; Course Content; *Curriculum Development; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Learning Strategies; Postsecondary Education; Secondary Education; Teacher Developed Materials; Teacher Education Curriculum; *Teaching Methods; Vocational Education; *Vocational Education Teachers

This module on modifying curriculum is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to prepare the learner to identify the varying learning styles of learners and to modify curriculum by providing alternative techniques for curriculum modification. Introductory materials include the following: a listing of competencies/tasks to be covered, objective, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module consists of two sections. Section 1 provides an overview of the different types of learning styles, several ways to assess these learning styles, and types of classroom teaching modifications that will meet the various learning styles found in the classroom. Section 2 discusses three modification techniques that serve as practical methods to facilitate this process. Each section consists of some or all of these components: introduction, body of lesson, summary and review, and activity worksheets needed to complete the activities that are a part of the section. Suggested responses for activity worksheets are appended. (YLB)

ED 356 336 CE 063 402

Rhoades, Joseph W.
Organization and Management. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 20p.; For related modules, see CE 063 398-407.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

on the Delphi as a research tool, schedule of activities, and project glossary.) (YLB)

ED 356 353   CE 063 429

Kulich, Jindra
Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1989-1991. Monographs on Comparative and Area Studies in Adult Education.
PUB DATE- 93
NOTE- 211p.; For the 1986-1988 bibliography, see ED 317 852.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adult Educators; Annotated Bibliographies; Apprenticeships; Biographies; Community Development; Community Education; Comparative Analysis; Continuing Education; Distance Education; *Educational Finance; *Educational History; Educational Research; *Educational Theories; Foreign Countries; Higher Education; High Schools; Inservice Education; International Cooperation; International Organizations; International Studies; Lifelong Learning; *Literacy Education; National Programs; Open Education; Postsecondary Education; Regional Programs; Residential Programs; Rural Extension; Teacher Education; Technical Education; *Vocational Education
IDENTIFIERS- *Europe

This seventh volume of the bibliography contains 891 items. An introduction discusses previous volumes in the series, countries covered, and organization of the bibliography. Periodicals searched and the 20 categories used throughout the bibliography are listed. Selected items represent the broadest possible concept of adult education. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Materials covering two or more countries in separate chapters or sections are listed under each country covered in the source; materials concerned with and organized by one or more aspects of adult education as it occurs in several countries are listed only under Europe or Scandinavia as appropriate. Within the countries, the bibliography is subdivided into categories of the various institutions, methods and techniques, and subject matter, with every source listed in full as the main entry in the applicable major subcategory and cross-referenced by number under any other applicable subcategory. Up to four authors are listed for each multiple author entry in the author index. A subject index lists all entries by subcategories and by countries. (YLB)

ED 356 354   CE 063 430

Bishop, John
Is a Skills Shortage Coming? Review of BLS Occupational Projections. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Graduates; Demand Occupations; Demography; Employment Opportunities; *Employment Patterns; *Employment Projections; Error of Measurement; Futures (of Society); Job Skills; Labor Market; *Labor Needs; Occupational Information;

project staff, administrators, and partners; interviews with a random sample of 51 participants; review of data on learning gains and hours of instruction; and observation of the skills centers. These findings were reported: the project had a profound impact on participants' lives; the union-management relationship was strengthened; Skills 2000 was used inconsistently and not valued as a key element in the recruitment process; CASAS was considered highly inadequate as an assessment tool for the population served; and ABS provided a helpful structure for guiding many participants. Partner commitment and support and project accessibility to employees were identified as strengths. Recommendations focused on improving assessment and curriculum materials and enhancing program recruitment. (Appendices to the final report include the following: detailed plan of operations; advisory board; sample agreement; instructor selection criteria; service delivery schedule; staff training; recruitment and publicity strategies; student assessment; educational development plan; assessment and learning gains reporting form; and evaluation plan. Appended to the evaluation are the following: list of interviewees; interview schedules; and adult basic skills grade equivalencies.) (YLB)

ED 356 371 CE 063 456

U.S. Needs to Effectively Compete in High-Technology Markets. Hearing before the Subcommittee on Energy and the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 28 Aug 92
NOTE- 78p.; Contains some small light type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; Dislocated Workers; *Economic Development; Educational Improvement; Educational Needs; Federal Government; *Federal Legislation; Federal Programs; *Futures (of Society); *Government Role; Hearings; *Job Training; Postsecondary Education; Problem Solving; Secondary Education; State Programs; *Technological Advancement
IDENTIFIERS- Congress 102nd

This document records the oral and written testimony of witnesses at a Congressional hearing on U.S. needs for training in high technology areas. Testimony was given by local officials, corporate officials, a union representative, and two professors of engineering from universities in Indiana. Testimony centered on jobs and job training, reforming the education system, and international competition. Witnesses testified that government regulations that cause excess paperwork and prevent industries from being competitive should be changed. They also talked about the burdensome health care system that saps productivity with ever-rising costs as well as the need for workers to learn new skills. Skills in life management, conflict resolution, cooperation, and problem solving were advocated for workers. Witnesses also advocated more cooperative problem solving and strategizing by the various sectors of the economy. (KC)

ED 356 372 CE 063 457

The Survivor's Guide to Learning. An Instructional Television Series Presented on South Carolina ETV.
PUB DATE- 92

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Colleges; *Cooperative Programs; *Coordination; Corporate Support; Educational Cooperation; English (Second Language); Libraries; *Literacy Education; Prisoners; Public Agencies; *State Programs; Statewide Planning
IDENTIFIERS- *Michigan

This report describes the progress of the Michigan Adult Literacy Initiative (MALI), adopted by the Michigan Board of Education in 1985, through 1990. It covers the collaborative accomplishments of a statewide team of literacy supporters that represents a comprehensive spectrum of public and private concerns. Part I is an introduction that discusses the following: the origin of MALI; responsibilities of the Michigan Department of Education, Statewide Literacy Coordinators, and Regional Literacy Facilitators; and collaborators and benefits of collaboration. A chart lists contributions made by literacy collaborators. Part II provides descriptions of the following literacy collaborators: adult basic education; volunteer tutoring; libraries; students; government agencies; colleges and universities; business, industry, and labor; the media; community-based organizations; foundations; and religious organizations. Part III focuses on programs that have been developed for special populations: English as a Second Language, migrant literacy, the incarcerated, family literacy, homeless people, health impaired, senior citizens, youth, and children. A section outlines some highlights of MALI: Staff Development Collaborative grants, Job Training Partnership Act, literacy conferences, Michigan Method of tutor training, literacy hotline, National Issues Forums, adult learners' Leadership Academy, and Michigan Institute for Adult Learning and Literacy. Part IV is a summary. (YLB)

ED 356 389 CE 063 486

A Competitiveness Strategy for America. Second Report to the President & Congress.
PUB DATE- Mar 93
NOTE- 69p.; For reports of the eight subcouncils, see CE 063 487. For the first annual report, see ED 349 443.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Capital; Competition; Dislocated Workers; *Economic Development; *Educational Change; Education Work Relationship; Elementary Secondary Education; Federal Government; Government Role; *International Trade; Investment; Job Training; *Labor Force Development; Lifelong Learning; *Productivity; Retraining; Vocational Education
IDENTIFIERS- National Education Goals 1990

The Competitiveness Policy Council (CPC) concludes that the United States continues to face major competitiveness problems despite recent increases in the growth of both the economy and national productivity. It proposes sweeping educational reform in three areas: developing content and performance standards; ensuring that schools have the flexibility, expertise, and resources to achieve the National Education Goals; and holding schools accountable for students' achievement. CPC's recommendations for training have four dimensions: lifetime learning, school-to-work transition, retraining for dislocated workers, and improvement of worker training programs. Industry should be promoted in the following ways: enacting an innovation and commercialization tax credit; redirecting

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; *Curriculum Development; *Educational Quality; Educational Research; *Evaluation Methods; *Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; Program Development; Program Implementation; Student Evaluation; Teaching Methods; Technological Advancement; *Technology Education

This monograph addresses the essential elements for high quality technology education programs at the graduate level. It discusses the issues in eight chapters written by individual authors: (1) "The 'Why' of Graduate Study" (Paul W. DeVore); (2) "Curriculum Development" (Ronald E. Jones); (3) "Instructional Strategies at the Graduate Level" (Donald Maley); (4) "Tests and Measurements" (Paul E. Brauchle); (5) "Graduate School Regulations, Requirements and Resources" (William Paige); (6) "Graduate Faculty" (Paul E. Post, William D. Umstattd); (7) "Research and Scholarly Activity" (Daniel L. Householder); and (8) "Program Development and Implementation" (Thomas L. Erekson). (KC)

ED 356 408 CE 063 516

Turner, Terilyn C.
Literacy and Machines: An Overview of the Use of Technology in Adult Literacy Programs. Technical Report 93-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Computer Software; *Computer Uses in Education; *Educational Philosophy; *Educational Practices; *Educational Technology; *Literacy Education; Programed Instructional Materials; Teaching Methods

Issues related to the use of technology in literacy programs, such as how decision makers can sort through the claims made by hardware and software vendors and how scarce resources can be found to purchase technology, are the focus of this report. The paper also provides a framework for incorporating technology into the curriculum. It gives a brief overview of the history of technology use in adult literacy programs and identifies the philosophical positions that enhance and limit the use of technology. Research and recent developments in the field also are cited. A summary of current applications of technology encompasses community-based programs, family literacy, workplace literacy, and adult basic education programs. Issues and future projections for the development of technology are presented. A bibliography lists 78 references. Two tables present a comparison of integrated learning systems and curricular systems and matching program needs with software; a figure illustrates uses of technology in adult literacy programs. (KC)

ED 356 409 CE 063 518

Henak, Richard, Ed.
Elements and Structure for a Model Undergraduate Technology Teacher Education Program. CTTE Monograph 11.
PUB DATE- 91
NOTE- 32p.

date: (1) the tensions that result from competing paradigms of literacy and learning; and (2) issues related to power in classes and programs. Members of ALPIP are organizing to support presentation and publication of their work and to provide a supportive professional network for members to assume more active roles in leadership. Such structures can enable those most responsible for adult education to grow and change. (KC)

ED 356 428 CE 063 548

Shelton, Elaine
The Competitive Edge: Sharpening Your Skills in the Workplace. Administrator's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 44p.; For related documents, see CE 063 549-552.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Job Analysis; *Job Skills; *Job Training; Labor Force Development; Lifelong Learning; Needs Assessment; Occupational Information; *Program Development; *Program Implementation; Skill Development; Staff Development; Task Analysis
IDENTIFIERS- *Workplace Literacy

This guide is intended to be used as a companion to "The Competitive Edge: Sharpening Your Skills in the Workplace" curricular materials--the student editions and instructors' guides. It can also stand alone as a reference for individuals just starting to implement or beginning to plan a workplace skills enhancement program in their organization. The guide describes these 14 steps in planning and carrying out a workplace skills enhancement program: plan in advance, identify departments, establish advisory committee, meet with supervisors, schedule task analyses, conduct task analyses, correlate tasks to enabling skills, develop assessment, administer assessment, identify participants, schedule classes, identify instructional materials, provide instruction, and evaluate program impact. Appendixes include five resources and their addresses and telephone numbers for additional information on various aspects of workplace skills enhancement programs and a timeline. (YLB)

ED 356 429 CE 063 549

Leidig, Julie; And Others
The Competitive Edge: Sharpening Your Skills in the Workplace. Communications. Instructor's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 285p.; For related documents, see CE 063 548-552.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Communication (Thought Transfer); *Communication Skills; Course Content; *Decision Making Skills; Education Work Relationship; Learning

Recreational Reading.
PUB DATE- Dec 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Reading Forum (Sanibel Island, FL, December 9-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Students; Elementary School Teachers; *Reading Attitudes; Reading Research; *Recreational Reading; *Sex Differences; *Teacher Attitudes; Teacher Student Relationship

A study investigated differences between males' and females' attitude toward recreational and academic reading. The study also analyzed similarities and differences between teachers' attitudes and the attitudes of male and female pupils, as well as the relationship between teachers' and students' attitudes. Subjects (280 pupils and 18 teachers in grades 1-3, and 315 pupils and 16 teachers in grades 4-6) completed McKenna and Kear's Elementary Reading Attitude Survey. Findings showed that: (1) teachers had a higher mean score than boys or girls in grades 1-3 on recreational reading attitude, but not on academic reading attitude; (2) boys' scores on both recreational and academic reading attitudes in grades 4-6 dropped significantly, as did girls' scores on academic reading attitude; (3) there were no significant differences in recreational or academic reading attitudes of boys versus girls in grades 1-3; and (4) there were significant differences between recreational reading attitudes of boys and girls in grades 4-6, all of whom had poorer academic reading attitudes than in grades 1-3. (Five tables of data are included.) (SR)

ED 356 448 CS 011 258

King, James R.
Critical Narratives and Labeling Theory: Another Look at Jerry and Charlie.
PUB DATE- Mar 93
NOTE- 11p.; For the paper to which this is a response, see ED 355 509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Discourse Analysis; Elementary Secondary Education; *Labeling (of Persons); Outcomes of Education; Personal Narratives; *Remedial Reading; *Standardized Tests; State Standards; *Track System (Education)
IDENTIFIERS- Narrative Text; Text Characteristics

This paper was written in response to a paper by Jerry Phillips and his daughter, Charlie. Their paper, entitled "Mandated Testing: Lived Situations," was presented at the 1992 Annual Meeting of the American Reading Forum, and in it Jerry and Charlie recount the creation and development of a remedial reader, Charlie. One unique aspect of the story is Jerry's dual perspective of professional educator and involved parent. The writing style of the story as Jerry tells it is straightforward, clear, and relentless--the talk of an angry parent. The complexity of the story increases when Charlie begins to interact with her father in the manuscript: her comments, alternating with his critique, play out the themes and issues from the perspective of the victim. It is a complex text, offering interpretive readings from several frames of reference and providing, in Charlie, a case study of R. Rist's

PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; Elementary Secondary Education; Higher Education; Measurement Techniques; *Networks; *Readability; *Readability Formulas; Reading Research; Regression (Statistics)
IDENTIFIERS- *Neural Networks

This paper describes and reports on the performance of six related artificial neural networks that have been developed for the purpose of readability analysis. Two networks employ counts of linguistic variables that simulate a traditional regression-based approach to readability. The remaining networks determine readability from "visual snapshots" of text. Input text is transformed into a visual pattern representing activation levels for input level nodes and then "blurred" slightly in an effort to promote generalization. Each network included one hidden layer of nodes in addition to input and output layers. Of the four snapshot readability systems, two are trained to produce grade equivalent output and two depict readability as a distribution of activation values across several grade levels. Results of preliminary trials indicate that the correlation between visual input systems and judgments by experts is low, although, in at least one case, comparable to previous correlations reported between readability formulas and teacher judgment. A system using linguistic variables and numerical output correlated perfectly with a regression-based formula within the error tolerance established prior to training. The networks which produce output in the form of a readability distribution suggest a new way of reporting readability that may do greater justice to the concept of readability than traditional grade equivalent scores while, at the same time, addressing concerns that have been voiced about the illusory precision of readability formulas. (Three figures of data are included. Contains 45 references.) (Author)

ED 356 470 CS 011 282

Roos, Marie C.; And Others
The Effect of an Introductory Reading Course on Pre-Service Teachers' Theoretical Orientation to the Teaching of Reading.
PUB DATE- 29 Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Higher Education; Instructional Effectiveness; Introductory Courses; *Methods Courses; Phonics; Preservice Teacher Education; *Reading Instruction; Reading Research; *Teacher Attitudes; Whole Language Approach
IDENTIFIERS- Preservice Teachers; Theoretical Orientation to Reading Profile

A study tested the usefulness of the Theoretical Orientation to Reading Profile (TORP) in terms of its accuracy in measuring preservice teachers' change in theoretical orientation to reading as a result of having taken a reading methods course. Subjects, 27 upper division elementary education majors (the experimental group) and 15 upper division students enrolled in

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Autobiographies; Graduate Students; Higher Education; *Personal Narratives; *Student Attitudes; *Writing (Composition); *Writing Attitudes; Writing Research
IDENTIFIERS- *Writing Development

A study investigated whether there are common experiences which most people who become writers share. Samples of autobiographical writing assignments completed by about 120 graduate students (over 90% of whom already had some teaching experience) enrolled in masters programs in education and/or English were examined. Most of the narratives were structured in chronological order, and an overwhelming majority stress the importance of early childhood literacy experiences. No consistent pattern of success or failure, enthusiasm or alienation emerged from their first school experiences. Almost every single writer at least mentioned having engaged in some sort of private (or even secret) writing activity between the ages of 12 and 20. Many spoke at considerable length about the attraction of writing for themselves without the desire or possibility of communicating with any other reader during this period of their lives. Findings question the extent to which it is valid and helpful to place primary stress on "writing for communication" in courses and textbooks. What has given writers their greatest help in becoming writers may have been private, personal expression. (RS)

ED 356 493 CS 213 786

Marshall, Donald G.
Curriculum Reform: Can We Afford It?
PUB DATE- Apr 93
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; *Curriculum Development; Educational Trends; *English Departments; Higher Education; Teacher Education; *Teaching Assistants
IDENTIFIERS- Educational Issues; Professional Concerns; *University of Illinois Chicago

Based on his department's experience with curriculum change, the head of the English department at University of Illinois at Chicago (UIC) concluded that curriculum change must be local, incremental, and unending. A consequence of the claim that curriculum change should be local is that proposed changes must be consistent with local realities--and resources are an obvious and key component of local realities. Budgets are never just lists of numbers, since they exhibit the translation of choices into realities. UIC became a bachelor's degree granting institution in 1965. At that time virtually all the faculty taught composition and introductory literature courses in small sections of about 25 students. The first doctorate was awarded in 1983, but the number of English majors (and faculty) declined sharply in the 1980s. As faculty numbers declined and graduate student numbers increased, composition was handed over to teaching assistants. UIC devotes substantial resources to train teaching assistants. The training provided is an important mechanism for socializing new instructors and for and proposes a scheme whereby this information can be transcribed in a machine readable format. A prosody in a syllabic domain which is synchronized with a phonemic segmentation was annotated. A procedural definition of syllables based on the grouping of phones is presented. The criteria for hand labelling the prominence of each syllable, tone-unit boundaries and the pitch movement associated with each accented syllable, are described. Work to automate this process is presented and experimental results evaluating its performance are included. (Three tables of data are included; contains 18 references.) (Author/RS)

ED 356 515 CS 508 168

Watt, James H.; And Others
Remembrance of Coverage Past: Agenda-Setting Effects of Television News Coverage and the Effects Decay Curve.
PUB DATE- Aug 92
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; *Mass Media Effects; Media Research; Memory; *Models; *News Media; Political Issues; Public Opinion; Research Methodology
IDENTIFIERS- *Issue Salience; *Media Coverage; Research Suggestions; Television News

To derive a model for testing, research questions were formulated which asked how long news coverage viewed in the past continues to influence the perceived salience of issues and the rate at which the influence drops off. To do this, some common factors that have been shown to affect public perceptions of issue salience, such as the prominence of the media coverage, the obtrusiveness of the issue being covered, and the amount of past coverage of the issue were addressed in the research. Three issues (inflation, Iran, and the Soviet Union) were investigated over an 1826-day period, using the daily prominence of television coverage obtained from television news archives and daily salience of the issues interpolated from monthly achieved poll data. The size of the relationship between accumulated coverage and issue salience was found to decrease with the amount of coverage of an issue prior to the beginning of the study period. A new unobtrusive issue (Iran) was found to have the strongest agenda-setting effects and more rapidly declining coverage effects than other issues. The model must be further tested in other types of agenda-setting studies, including individual-level analyses. Additional replications with other issues are necessary to further confirm the impact of issue age and obtrusiveness. These should include media other than television, to insure that media-specific effects are not confused with coverage effects. (One table of data and five figures are included; an appendix of poll dates and types, and 42 references are attached.) (RS)

ED 356 516 EA 023 662

Keedy, John L.; Drmacich, Dan
Giving Voice and Empowerment to Student Engagement: A School-Based Interactive Curriculum.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the National Conference on School

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Policy; Elementary Secondary Education; *Federal State Relationship; *Finance Reform; *Health Care Costs; *State Aid; *State Government; State Legislation
IDENTIFIERS- *Medicaid

Most state legislatures face recurrent budget problems for 1993 and are struggling with major policy reforms in health care and education. A National Conference of State Legislatures survey confirms that many states have confronted the same core problems and policy restraints for more than 3 years. Revenues for FY 1993 are likely to fall short of expectations in at least half the states. Health-care costs, especially Medicaid, continue to exceed revenues. Lawmakers are struggling to fund educational improvements to better prepare graduates for careers. Many states are expanding their prison capacities at great expense to deal with the growing number of inmates. Meanwhile, it is difficult for legislatures to raise taxes to pay for these expenses. Voters in several states are endorsing constitutional amendments that severely restrict tax increases. However, most legislative leaders are committed to reform in two areas--education improvement and health-care reform. In educational reform, many state policymakers support an approach that considers a child's health, family environment, and emotional support, as well as formal instruction. Controlling health-care costs and health insurance were concerns of nearly all states. Other state priorities included economic development, jobs, infrastructure, environment, state political reform, and state-federal relations. (JPT)

ED 356 535   EA 024 778

Valentine, Jerry W.; And Others
Leadership in Middle Level Education. Volume I: A National Survey of Middle Level Leaders and Schools.
PUB DATE- 93
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Assistant Principals; Educational Trends; Intermediate Grades; Junior High Schools; *Leadership Qualities; *Middle Schools; National Surveys; *Principals; School Statistics

The National Association of Secondary School Principals periodically studies practices and characteristics of secondary schools to help inform educators and shape policy. Such studies of middle-level education were conducted in 1966 and 1981. As middle-level education moved into the 1990s, many new questions about education and leadership needed to be asked and old ones revisited: What are the differences in views and preparation of school leaders? Has middle-level school leadership changed? Has the "leadership team" concept emerged? And what middle-level school programs are successful? This study examines these questions by asking middle-level school principals, assistant principals, and leadership team members about personal characteristics, job roles and tasks, and professional beliefs. Also examined are programs, practices, and trends in middle-level schools. Information from this survey of 2,000 middle-level schools in the 1991-92 school year is presented and compared, where applicable, with findings from six previous surveys going back to 1966. In addition to an introduction, recommended for adoption by state courts. In basic terms, the three points are: (1) states should be required to establish a base program of substantially equal spending for at least 95 percent of its students; (2) the courts should require states to provide compensatory aid for disadvantaged children; and (3) the courts should require states to develop performance-oriented policies. The final sections of the brief offer a policy analysis and justification of the remedy, an explanation of how part of the remedy has developed recently in school finance litigation and legislative reform, and a consideration of selected examples of thoughtful courts and legislatures becoming more responsive to the practical needs of educational policy. A list of CPRE publications is included. (Contains 22 references.) (JPT)

ED 356 553   EA 024 814

Markham, Kelly
Standards for Student Performance. ERIC Digest, Number 81.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Competency Based Education; Educational Change; Educational Improvement; Elementary Secondary Education; *Performance; School Community Relationship; Social Values; *Student Evaluation
IDENTIFIERS- ERIC Digests; *National Standards

Many educators believe that if the United States is serious about reforming the nation's educational system, schools must implement high standards for student achievement that stress performance. While there is some disagreement over what form standards should take, there is consensus that expectations for achievement should cut across subject areas and support active learning and critical thinking. The development of standards should be a communal process involving many voices, with their implementation tailored to local reform efforts. Adopting standards ensures that poor students are given the same educational opportunities as their more affluent counterparts. (Contains 13 references.) (MLF)

ED 356 554   EA 024 815

Smith, Gregory A.
Education and the Environment: Learning To Live with Limits.
PUB DATE- 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conservation (Environment); Depleted Resources; *Economic Progress; Educational Philosophy; Elementary Secondary Education; Environmental Education; *Foundations of Education; *Global Approach; Industrialization; Modernization; *Personal Autonomy; Social Environment; Socialization; *Social Values

Ecological constraints will soon bring economic growth to an abrupt end. Chapter 1 examines how the discourses of recent

Institute for Interagency Collaboration: A Professional Development Conference (Phoenix, Arizona, November 5, 1992).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; *Community Coordination; Elementary Secondary Education; Information Management; Institutional Cooperation; Parent School Relationship; *Professional Development; *School Community Relationship; *Systems Development
IDENTIFIERS- *Partnerships in Education

The purpose of the meeting summarized in this report was to provide participants an opportunity to share information on their school-community collaboratives, discuss successful strategies and ways they have overcome barriers, and address significant other issues related to interagency collaboration. Fifteen school and agency administrators--representatives from 13 interagency collaboratives in Arizona, California, and Utah--participated. Following an initial role-play activity, participants engaged in a sharing/discussion period; after lunch, the group divided into work groups focused on key issues of interagency collaboration: systemic change, confidentiality, financing collaboratives, and evaluation. Included in the appendices are a participants' list, a list of background materials provided to participants, and the role-play exercise guide. (Author)

ED 356 573 EA 024 863

Guthrie, Larry F.; And Others
Portraits of Interagency Collaboration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Elementary Secondary Education; *Family School Relationship; Health Programs; Information Dissemination; Institutional Mission; Leadership Qualities; *School Community Relationship; *Social Services; Student Participation; Student School Relationship
IDENTIFIERS- *Partnerships in Education

This report contains case studies of five interagency collaborations that represent a variety of approaches to organizing and implementing school-community linkages. Within demographically different communities, the collaborations described ranged from localized efforts that concentrate social services at a single school site to county-wide collaboratives that coordinate and manage services across several agencies. Each case study describes the organization of the collaborative, the services provided, and its critical components. Also included is an analysis of barriers to collaboration, the collaborations' success, and challenges they face. (Author)

ED 356 574 EA 024 864

Restructuring Schools for Students at Risk: Early Experiences.

ED 356 591 EC 302 031

Integrating Human Services: Linking At-Risk Families with Services More Successful Than System Reform Efforts. Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Sep 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Change; Change Strategies; Child Welfare; Community Programs; Compensatory Education; *Delivery Systems; *Disabilities; Early Intervention; Educationally Disadvantaged; Family Programs; Federal Programs; *Human Services; *Integrated Activities; Preschool Education; Program Development; Program Implementation; *Public Policy; State Programs; Systems Approach
IDENTIFIERS- Annie E Casey Foundation; Individuals with Disabilities Education Act Part H; *Integrated Services; Project Head Start

This report reviews approaches that federal, state, and local governments have used to integrate the delivery of health and other educational and social services to at-risk families, and examines barriers to designing and implementing integrated service delivery systems. The report contrasts "system-oriented" integration efforts, which create new systems that would deliver services more comprehensively, and "service-oriented" efforts, which link clients to existing services and unite various service providers. Two federal programs are reviewed--Project Head Start and Part H of the Individuals with Disabilities Education Act--along with a state-private child welfare initiative supported by the Annie E. Casey Foundation. The Part H and the state-level Annie Casey initiatives illustrate the system-oriented approach, while Head Start and the local-level service delivery components of the Annie Casey initiatives represent the service-oriented approach. The report concludes that service-oriented initiatives have been more successful, and urges that Congress be cautious in considering initiatives that call for state and local governments to make fundamental changes in service delivery systems, because the obstacles and risks of failure are great. Appendixes describe past federal efforts to integrate services and describe the service integration programs which were examined for this report. (JDD)

ED 356 592 EC 302 032

Shoultz, Bonnie
"Like an Angel That Came To Help Us": The Origins and Workings of New Hampshire's Family Support Network.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Activism; Citizen Participation; *Delivery Systems; *Developmental Disabilities; *Family Programs; Lobbying; *Networks; Program Development; Program Implementation; Respite Care; Social Support Groups; State Legislation; State Programs
IDENTIFIERS- Family Needs; *Family Support; *New Hampshire

This site visit report describes the development and activities

(150)
DESCRIPTORS- Academic Achievement; *Accountability; *Black Students; Disadvantaged Youth; *Educational Change; Educational Needs; Educational Policy; Elementary Secondary Education; Equal Education; Futures (of Society); Higher Education; High Risk Students; *Minority Groups; Multicultural Education; *National Competency Tests; Racial Discrimination; *School Choice; Standardized Tests; Standards; Teacher Education; Testing Problems
IDENTIFIERS- African Americans; *America 2000

This critique of the "America 2000" educational reform initiative claims that its fundamental proposals highlight "old" ideas based on a "puritanic" perfect society with little attention to equity and the multidimensional needs of such groups as African-American at-risk students. The paper discusses the impact of the "America 2000" program on African American at-risk students, with particular focus on the program's excessive reliance on national testing, school choice for parents, and instructional accountability at all levels. Criticism of national testing centers on issues of reliability and validity; school choice is seen as not being workable for inner-city African American parents; and instructional accountability is felt to result in discrimination against African-American teacher education students and failure to account for individual differences. The paper also examines the traditionally Eurocentric nature of American education. Recommended in place of the "America 2000" approach is an attack on inequities through practical implementation of multiculturalism and multiethnicity in assessment, placement, and instructional policies. (Contains 24 references.) (DB)

ED 356 611 EC 302 051

Fuller, Renee
The Assayer's Scale: Was Intelligence the Ultimate Currency of the Information Age?
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Cognitive Processes; Cognitive Restructuring; *Decoding (Reading); *Gifted; *Mental Retardation; Narration; Reading Comprehension; *Reading Instruction; Story Grammar
IDENTIFIERS- *Ball Stick Bird Reading Method

This article considers the role of the basic cognitive unit, called the "story engram," in young children's learning to read, including children ranging in ability from severe mental retardation to giftedness. It illustrates how the "Ball-Stick-Bird" method of beginning reading can facilitate this process because of the method's simplification of the mechanics of letter recognition and immediate story immersion. The method's early lessons begin by telling a story primarily with nouns and verbs, then add adjectives and adverbs, and finally include articles and prepositions, thus mimicking the language learning process. Traditional measures of intelligence are contrasted with the ability of humans to impose cognitive structure by utilizing story engrams, a skill that can be taught. The resulting greater intellectual equality, in which knowledge and intelligence quotient need not be correlated, is thought to have potential for leading people out of the information age and into the knowledge and sharing age. (DB)

Training Manual for Urban School Districts: A Model for Training Teachers To Use Bilingual Instructional Materials.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 113p.; For related documents, see FL 021 117-124.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Affective Objectives; Behavioral Objectives; *Bilingual Instructional Materials; Bilingualism; Classroom Techniques; Course Organization; *Cultural Context; Cultural Differences; Cultural Pluralism; Curriculum Design; Elementary Secondary Education; Ethnicity; Immigrants; *Inservice Teacher Education; Language Skills; Limited English Speaking; Middle Schools; Migration Patterns; Program Design; Public Policy; *Spanish Speaking; *State History; *Urban Schools; Workshops
IDENTIFIERS- *California

The training manual is designed to accompany "The Story of California," a set of bilingual instructional materials for limited-English-proficient, native Spanish-speaking students in urban middle schools intended to ease their transition into comfortable use of English while maintaining Spanish language skills. The manual is to be used in training classroom teachers how to use the materials effectively with this population. The first section offers background information on language, immigration, and ethnicity in California, with a focus on acculturation movements and recent immigration and enrollment patterns. The second section looks more closely at the effects of bilingual education, including theory and research on why bilingual education works, affective education in the classroom, different bilingual instructional approaches, organization of classroom programs, and common myths about bilingual education. Section 3 outlines the development of federal and California state regulation of bilingual education since the 1960s, and the final section presents plans for a series of 5 teacher training workshops, the topics of which include cultural pluralism and bilingual education, the theory behind bilingual education, classroom strategies, legal bases for bilingual education, and how to teach with "The Story of California." A 38-item annotated bibliography is appended. (MSE)

ED 356 631 FL 021 120

A Process/Approach to Bilingual Education Instructional and Training Material Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 79p.; For related documents, see FL 021 117-124.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingual Instructional Materials; Elementary Secondary Education; *Limited English Speaking; *Material Development; *Needs Assessment; Program Descriptions; *Teacher Education; Urban Schools
IDENTIFIERS- *San Francisco Unified School District CA

This report describes a project undertaken with the San Francisco cultural groups. In most situations, the Chinese-born English speakers resorted to negative elaboration and denial while American-born English speakers resorted to positive elaboration. The findings suggest that both groups were frequently placed in uncomfortable situations in the compliment/response sequence. Implications for behavior of individuals in multicultural situations in international business and politics are examined. (MSE)

ED 356 650 FL 021 150

Gonzalez, Virginia
How to Differentially Diagnose Normal Second Language Learning from True Handicapping Conditions: A Qualitative-Developmental Approach.
PUB DATE- Feb 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Houston, TX, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Clinical Diagnosis; *Cognitive Processes; *Concept Formation; Cultural Awareness; English (Second Language); Evaluation Methods; *Language Processing; *Learning Disabilities; Linguistic Theory; Psycholinguistics; Second Language Learning; *Second Languages; Spanish Speaking

A method for assessing the cognitive and linguistic stages of second language learning in individuals is discussed. The approach is based on a psycholinguistic theory that views language learning as a process of concept formation in three domains: cognitive, cultural, and linguistic. According to the model presented, Spanish-English bilingual children construct two representational systems: one universal system common to the two languages, for knowledge of nonverbal, symbolic, and conceptual semantic categories, and a second for symbolic and verbal conceptual categories unique to a specific language and culture. Thus, conceptual development in bilingual children is represented through abstract nonverbal categories and also through verbal semantic categories. Application of the model for identification of gifted and talented children is illustrated in an experiment with 30 bilingual Hispanic kindergartners, and a case study resulting from that application is presented. The case study includes demographic information, teacher ratings of English language proficiency, results of standardized tests, a teacher's qualitative description of the student's academic and social behavior in the classroom, a parents' qualitative description of the child's talents and abilities, and a descriptive summary of the evaluation of his verbal and nonverbal conceptual development in both Spanish and English. (MSE)

ED 356 651 FL 021 152

Cuevas, Gilbert J.; And Others
Language Orientation to Mathematics Teaching: A Materials Book.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 1 Jul 83
NOTE- 137p.

NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cartography; Foreign Countries; Geographic Distribution; *Language Patterns; *Language Research; *Language Role; *Linguistic Theory; *Regional Characteristics; Research Methodology
IDENTIFIERS- European Centre for Ethnolinguistic Cartography; *Geolinguistics; Hungary; South Africa

Papers from a conference on cartography in geolinguistics include: "The Political Importance of Visualisation of Language Contact" (Yvo J. D. Peeters); "Some Considerations on People and Boundaries" (Guy Heraud); "Geolinguistic Developments and Cartographic Problems" (Colin H. Williams, John E. Ambrose); "A Conceptual Home for Geolinguistics: Implications for Language Mapping in South Africa" (I. J. van der Merwe); "Methods and Possibilities for Mapping by Onomasticians" (Ferjan Ormeling); "'Easy Geolinguists' and Cartographers" (Roland Breton); "Regionalism and Ethnic Distribution in Today's Hungary" (Jozsef Toth); and "Putting Regional Identity on the Language Map: Some Reflections on Recent Developments in South Africa" (Karel Prinsloo). A number of maps and data tables are included. Information about the European Centre for Ethnolinguistic Cartography (Brussels, Belgium) is also included. (MSE)

ED 356 671 FL 021 197

Villarreal, Linda Hope
On Writing a "Homegrown" Text of Educational Materials: Intercultural Orientation Activities for International ESL Students: 50 Module Lessons.
PUB DATE- Jul 90
NOTE- 75p.; M. Ed. Essay, University of British Columbia, Canada.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Acculturation; Curriculum Development; *English (Second Language); English for Academic Purposes; Feedback; Foreign Countries; *Foreign Students; Higher Education; *Instructional Materials; *Intercultural Communication; *Material Development; School Orientation
IDENTIFIERS- Canada; *Douglas College BC

A project to develop curriculum materials geared to the immediate, specific language needs of limited English speaking foreign students at Douglas College (British Columbia, Canada) is reported. The materials designed were intended for orientation and acculturation, containing cultural content that could be integrated into the college's skill-oriented English-as-a-Second-Language (ESL) academic program. The materials development process emphasized the use of feedback from language specialists, foreign student educators, ESL instructors, and classroom use. The first draft of the materials was designed and submitted to an initial round of feedback concerning the need for and utility of such materials. The second draft was published by the college, then evaluated by professionals and tested at Douglas College and Vancouver Community College (British Columbia). General practical application of the materials and additional or experimental applications were also considered in this phase of development. Local response to the text and feedback from publishers are reported. Acceptance of the third draft is documented, and future plans are discussed briefly. It was concluded that the group problems, and (8) the pros and cons of using specific types of reporting vehicles for focus group management. Examples and samples are also supplied to aid interested parties in developing their own focus group research. Contains a 163-item bibliography. (GLR)

ED 356 690   HE 026 313

Middaugh, Michael F.
A Handbook for Newcomers to Institutional Research. Institutional Research Information Series, No. 2.
PUB DATE- Jun 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Experimenter Characteristics; *Higher Education; *Institutional Research; Measurement Techniques; Organizational Objectives; *Research Administration; Research and Development; Research Design; Researchers; *Research Methodology; Research Needs; Research Projects; Tables (Data)
IDENTIFIERS- Researcher Role; University of Delaware

This handbook gives a broad overview of the practice of institutional research in higher education. The first of the handbook's four chapters describes how to define the context for institutional research by looking at where the institution is now, where it is going, and how it can arrive at its desired end. Chapter 2, which discusses how to identify resources in the process of getting an institutional research program started, covers publications, associations, in-house and external data sources, institutionally initiated data collection, and analytical tools. Chapter 3 takes each of the components of a university or institutional system separately and discusses research strategies for quantifying and measuring the component. Chapter 4 offers final thoughts, emphasizing that the most valuable resource of any institutional researcher is the human intellect which should be driving any research project. Appendixes comprising over half of the document contain a sample student survey from the University of Delaware, tables of data on admissions profiles of first-time students at a New Jersey institution, professional data on college faculty, institutional financial data, a building inventory, a paper on enrollment, dropout, and graduation rates at one college with attendant data, an academic activities report, a financial report form, an instructional workload analysis, and a sample student exit survey. (JB)

ED 356 691   HE 026 314

King, Bruce
The Open Learning Initiative: New Directions for Higher Education.
PUB DATE- 1 Oct 92
NOTE- 22p.; Paper presented at the Conference of the Australian Society for Educational Technology (Underdale, South Australia, October 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Agency Cooperation; *Distance

Analysis.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; Educational Economics; Enrollment; *Foreign Students; *Graduate Students; Higher Education; Peer Institutions; *Program Evaluation; School Policy; State Universities; Student Recruitment
IDENTIFIERS- *Fort Hays State University KS

This paper presents a summary of selected data and issues related to international education at Fort Hays State University (FHSU) in Kansas focusing specifically on international student populations. The paper also outlines results of recent initiatives to increase international student enrollment at FHSU together with a summary of arguments supporting such increases. The paper notes that FHSU is the least internationally-oriented of the Kansas state universities, that it is the only institution without at least one full-time staff member dedicated to the international area, and that recent efforts at FHSU to increase international enrollment have yielded an increase of 360 percent (from 39 to 180). The paper argues that international students provide educational benefits in improved academic standards, a disproportionate impact on graduate school full time enrollment, utilization of excess capacities at the undergraduate level, and an elastic supply of talent for research and teaching assistantships and future faculty. The paper also points out the economic benefits to the state of Kansas from the international students at the state institutions in jobs, tax revenue, and expenditures. Recommendations include an initial enrollment target of 275 internationals and establishment of a full-time position to coordinate international student services. (JB)

ED 356 710 HE 026 366

Center for the Study of the Department Chair (CSDC) Newsletter, 1990-1992.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.; University Council for Educational Administration.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; Career Ladders; *College Administration; College Faculty; *Department Heads; Faculty Development; Higher Education; Job Satisfaction; Leadership; Leadership Qualities; Leadership Responsibility

This document consists of the six issues of the "CSDC Newsletter" issued in 1990-1991. This publication offers professional information, articles, and research findings on questions relating to the work and role of academic department chairs. The first issue contains an article on chairs as faculty developers and their unique role in helping colleagues grow professionally. The second issue offers an article on chairs in transition between administrative and academic roles and chairs under stress due to the complex and sometimes conflicting roles they play. The third issue explores why chairpeople are willing to serve in the position and to accept the tasks that the job typically entails. The fourth issue contains a paper on chairpersons' job satisfaction, noting that a national survey found that less than two percent of those responding said that

for State Higher Education Policy.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Nov 92
NOTE- 32p.; For related documents, see HE 026 383-386.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Case Studies; *College Faculty; Compensation (Remuneration); *Faculty College Relationship; *Faculty Workload; Financial Support; Governance; Higher Education; Incentives; Policy Formation; Postsecondary Education; *Productivity; State Aid; Tenure; Universities
IDENTIFIERS- *Arizona

This study examined college faculty workloads within the context of accountability. The report first provides an overview of the current structure of faculty workload; second, presents the findings of one specific faculty teaching and workload study conducted in Arizona; third, discusses the implications for higher education policy derived from the Arizona case study; and fourth, suggests some incentives for changing faculty workload. The Arizona study of 2,580 full-time faculty showed that ranked faculty generally taught at the upper and graduate course levels, and that, due to this distribution, other teaching personnel such as graduate assistants and adjunct faculty spend proportionately more time overall in regular scheduled classes than do ranked faculty. Study findings indicated that faculty worked an average of 56.3 hours per week; that instruction and class preparation constituted just under 50 percent of faculty workload; and that research and creative activity occupied one-third of faculty time, institutional service and administrative duties, 14 percent, and public service, 6 percent. The implications of these findings are discussed within the context of the institution's role and mission, budgetary efficiency, quality and access, and governance. The paper concludes with a brief examination of faculty workload and state-level financial support. Contains 17 references. (GLR)

ED 356 730 HE 026 386

Mingle, James R.
Faculty Work and the Cost/Quality/Access Collision.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Virginia State Council of Higher Education, Richmond.
PUB DATE- 27 Oct 92
NOTE- 17p.; For related documents, see HE 026 383-385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Budgeting; *College Faculty; Compensation (Remuneration); Educational Quality; Expenditures; *Faculty College Relationship; *Faculty Workload; Governance; Higher Education; Incentives; Policy Formation; *Productivity; State Aid; Tenure; Universities

This report examines the issue of faculty workload within the context of rising educational costs and educational demand and its impact on quality and access. Research on the questions of how hard faculty work, what they do with that working time, and especially how much time is spent in the classroom is discussed. Faculty workload studies are showing that (1) faculty are working longer hours than they ever have (averaging 54 hours per week); (2) teaching loads ranged from a low of 6.4

PUB DATE- 92
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Finance; Financial Policy; Foreign Countries; *Fund Raising; Higher Education; *Income; Investment; Private Financial Support; Public Policy; *School Accounting; School Funds; Taxes
IDENTIFIERS- Education Reform Act 1988 (England); *Great Britain; *Income Generation

This book sets out the British policy context and theoretical framework for income generation by institutions of higher education and provides practical guidance in this area. Income generation is defined as all income generated over and above the core funding provided by an institution's primary funding body. Chapter 1 offers an overview of income generation and its definitions. Chapter 2 deals with key aspects of home student recruitment to award-bearing courses. Chapter 3 undertakes a step-by-step analysis of the stages involved in setting up and delivering two varieties of short course. Chapter 4 discusses financial arrangements covering a commercial strategy, profit and incentives, business practices, a commercial unit web, costing and pricing, and tax. Chapter 5 describes and analyzes three delivery models: the enterprise unit; the trading company; and the consortium. Chapter 6 lists and describes additional opportunities for income generation which have been successfully tried and tested by educational institutions. Chapter 7 explores five categories of "gift money" or sponsorships. Chapter 8 addresses basic principles for finding preliminary funding. Chapter 9 explores how to obtain research funding. Chapter 10 describes a real-life example of an internal business. The final chapter addresses the art of successfully delivering educational services for customer satisfaction. (JB)

ED 356 749 HE 026 407

Terrell, Melvin C., Ed.
Diversity, Disunity, and Campus Community.
PUB DATE- Dec 92
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Agents; College Administration; College Faculty; College Students; *Community Attitudes; *Cultural Pluralism; *Diversity (Institutional); Dormitories; Educational Environment; Higher Education; Law Enforcement; Legal Problems; Multicultural Education; Racial Attitudes; Racial Relations; School Policy; *Student Development; Student Personnel Services; *Student Personnel Workers; Teacher Attitudes
IDENTIFIERS- California State University; *Diversity (Student); University of Louisville KY

This monograph offers a collection of nine papers demonstrating how the student affairs subculture in institutions of higher education can provide academic as well as managerial leadership in promoting cultural diversity and planned change. The papers are as follows: (1) "Achieving Cultural Diversity: Meeting the graphics, the addition of a toll-free telephone number, and the method for controlling the position of the cameras. It was concluded that the most effective instructional strategy is a well-designed lecture supported by planned visual aids; instructor presentations are less affected by the limitations of the distance learning environment than are interactive, recitation-type strategies of whole-classroom discussion; group projects or discussions within classes appear to work well; and instructors need to become better skilled at orienting their instructional methods to the special conditions of the distance learning context. (Contains 12 references.) (ALF)

ED 356 767 IR 016 034

Lemke, J. L.
Education, Cyberspace, and Change Serial Article Online .
PUB DATE- Mar 93
NOTE- 18p.; Based on a discussion conducted on the Internet in Australia in connection with a 1992 conference.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Journal Articles (080)
DESCRIPTORS- *Change; *Educational Development; Educational Theories; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Hypermedia; *Information Technology; Libraries; Library Automation; Library Role; Multimedia Instruction; Research Needs; Student Role; Teacher Role; Technological Advancement
IDENTIFIERS- Australia; *Cyberspace; Internet; Social Ecology; Virtual Libraries; *Virtual Reality

This article was originally written on the internet in Australia to provide a starting point for discussions of new perspectives on education made possible by advanced technologies. Ecosocial changes in the practices and institutions called education are discussed in the context of changes in the practices and institutions called information technologies. The fundamental assumptions of academic education are incompatible with the present, much less the future, needs of postmodern society; and schooling is not likely to continue as the dominant form of education. By the end of the next century, scholarly work will be incomplete if it consists of written text alone. It will diverge to multimedia hypertext and then to virtual realities in cyberspace. Libraries will exist in cyberspace, and they will contain all electronically stored information that is publicly accessible. The research questions of the future will increasingly be about how people will educate themselves in cyberspace. Educational theory will deal with a multitude of new issues concerning teacher and student roles. The potential roles of cyborgs and ecocybersystems are discussed with regard to virtual reality. In cyberspace, we will be able to see virtual reality worlds, and children will have experiences that will not lead them along the cultural paths of the past. We must begin to work our way toward these developments in education of the future. (Contains 29 references.) (SLD)

ED 356 768 IR 016 038

Proceedings of the NREN Workshop (Monterey, California, September 16-18, 1992).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 92
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

King. A detailed description of the process covers prewriting discussion and activities, writing, postwriting discussion, developing activities, and evaluation discussion. A sample lesson with photograph follows. (YLB)

ED 356 317 CE 063 321

Task Force on Off-Campus Instructional Programs. Report. Academic Programs Publication Series Number 11.
PUB DATE- Jan 93
NOTE- 45p.; For related documents, see CE 063 322-323.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agricultural Education; *Articulation (Education); *College Programs; Communications Satellites; Community Colleges; *Distance Education; Educational Improvement; *Extension Education; Higher Education; Models; *Program Improvement; Two Year Colleges
IDENTIFIERS- University of Florida 2 Plus 2 Articulation Plan

A study was conducted of off-campus instructional programs offered by the College of Agriculture of the University of Florida to describe the programs being conducted, the resources needed, the policies for teaching courses at community colleges, and the potential for using Ag Sat and other remote delivery systems for off-campus teaching. Data were gathered by a task force through mail and direct contact with students, faculty, and administrators. Results were organized in three areas: delivery systems for off-campus instruction, Institute of Food and Agricultural Sciences (IFAS) off-campus teaching programs, and other off-campus instructional programs. Programs in each area were described as they are operating now, and recommendations for improving them were made. (Appendixes to the report include a model 2 2 articulation agreement, a model 2 2 scholarship agreement and criteria, and a model agreement between community colleges and the IFAS for using faculty to teach courses.) (KC)

ED 356 318 CE 063 322

Task Force on Graduate Curricula Development. Report. Academic Programs Publication Series Number 12.
PUB DATE- Jan 93
NOTE- 29p.; For related documents, see CE 063 321-323.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agricultural Education; Curriculum Development; *Degree Requirements; Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; Natural Resources; *Student Attitudes; *Student Recruitment; *Teacher Attitudes
IDENTIFIERS- *University of Florida

A 10-member task force reviewed the mission and goals of the University of Florida's graduate agricultural and natural resource academic programs, admissions procedures, number and types of graduate degrees granted, program capacity, student recruitment activities, teaching quality and methods, course offerings, support services, and international student services. The task force focused on degree programs, recruitment, and teaching. Data were collected from university records, faculty surveys, and student stipend information. Results were reported and suggestions for improvement were made in the areas of departmental programs, interdisciplinary programs, and service courses. Some of the concerns reported

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Communication; Classroom Environment; *Classroom Techniques; *Competency Based Teacher Education; Course Content; *Discipline; Filing; Higher Education; Individualized Instruction; Instructional Materials; Laboratory Safety; Learning Activities; Learning Modules; Postsecondary Education; Recordkeeping; School Safety; Secondary Education; Student Attitudes; Teacher Attitudes; Teacher Education Curriculum; Teacher Influence; Teacher Response; Teacher Student Relationship; Teaching Methods; Vocational Education; *Vocational Education Teachers

This module on organization and management is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to enable the teacher to differentiate between and recognize the need for instructor/student rights and responsibilities as they affect student learning. Specifically, the module focuses on irritations in the classroom that end as discipline problems and teaches the instructor how to recognize and deal with irritating student and teacher behaviors before discipline problems develop. Contents include lists of competencies and objectives, methods of instruction, suggested resources, and the content. The body of the lesson consists of steps in examining the classroom and laboratory environment, including: pre-planning for the first session; instructional considerations; records of observed undesirable behavior, personal positive feedback, teacher/student interaction/reinforcement, negative teacher/student interaction, behavior that is a turn-off; and teacher frustration. Activities and self-checks are provided for use of instruction sheets, organizing the laboratory, discipline, classroom policies, individualized instruction, and filing systems. (YLB)

ED 356 337   CE 063 403

Rhoades, John
Evaluate Regular and Cooperative Vocational Programs. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 32p.; For related modules, see CE 063 398-407. Figure 2 is illegible.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; *Cooperative Education; Course Content; *Evaluation Methods; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; *Program Evaluation; Secondary Education; Teacher Education Curriculum; *Vocational Education; *Vocational Education Teachers

This module on evaluating regular and cooperative vocational programs is 1 in a series of 10 modules written for vocational education teacher education programs. It provides the basic information necessary to conduct or supervise regular and cooperative vocational education program evaluations. Introductory materials include the following: a list of competencies/tasks to be covered and objectives, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module first covers why vocational education

*Prediction; Research Problems; *Skilled Occupations;
  Vocational Education
IDENTIFIERS- *Bureau of Labor Statistics

The Bureau of Labor Statistics (BLS) projections of occupational employment growth have consistently underpredicted the growth of skilled occupations. BLS currently predicts that professional, technical, and managerial jobs will account for 40.9 percent of employment growth between 1990 and 2005. Forecasting regressions predict these occupations will account for 53 to 68 percent of employment growth through 2005. Between 1986 and 1991, these occupations accounted, in fact, for 64 percent of employment growth. The BLS's projections of the supply/demand balance for college graduates have also been off the mark--predicting a surplus for the 1980s, when, in fact, a shortage developed and relative wage ratios for college graduates rose to all time highs. A slowdown in the growth of college educated workers during the 1990s and a continuing escalation of wage premiums for college graduates are projected. The social returns to a college education are extremely high and are likely to go even higher. Public policy should not attempt to discourage the shift of students into engineering and business, since the market will be able to absorb even larger numbers of graduates in these areas without significant trouble. Public policy should facilitate this process by focusing special effort on improving mathematics, science, and economics instruction. In making occupational forecasts BLS should do the following: use data on trends in industry-specific occupational staffing ratios to extrapolate staffing pattern changes; be less judgmental in projecting staffing ratios; develop shorter (5-year) forecasts; and examine why forecasts were inaccurate. Presentation of projections should include the following: identification of methodological changes made; alternative scenarios; no listing of occupations with the largest forecasted growth; and information on growth in wages and employment in each occupation. (Contains 37 references.) (YLB)

ED 356 355   CE 063 432

Report on the Consultation on Professional Development of
  Youthworkers (March 1991).
PUB DATE- 13 May 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescent Development; Adult Education; Community
  Programs; Cooperative Programs; Higher Education; High Risk
  Students; Human Services; Inservice Education; Needs
  Assessment; *Professional Development; *Social Workers; Teacher
  Education; Voluntary Agencies; *Volunteer Training; *Youth
  Agencies

Twenty-two key professionals were invited to submit written comments and to attend a 1-day consultation designed to identify strategies for expanding the availability and quality of training for youth workers. Participants responded in writing in advance of the meeting to three sets of questions: type of people involved in youth work and challenges organizations face in building a pool of expert youth development workers, training of youth workers, and strategies to expand training availability and quality. The consultation itself was divided into four segments: (1) participants' identification of the two most important points made in their written comments; (2) a large group discussion of ways to

NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Adult Students; Distance Education; Educational Television; Information Seeking; Instructional Materials; Learning Strategies; Notetaking; Postsecondary Education; *Questioning Techniques; Recall (Psychology); *Study Skills; *Test Wiseness; *Time Management

This guide contains student self-study materials for five instructional television programs designed to assist adult students in developing their abilities to study and learn. The guide covers five theme areas: the power of questioning; time management; reading, note-taking, and recall; concentration; and preparation for examinations. The student study guide expands on the information presented in the corresponding television programs (available on videocassette) and provides a series of self-help exercises for student practice. (KC)

ED 356 373 CE 063 458

Kelley, Joseph E.
Exchange Programs. Observations on International Educational, Cultural, and Training Exchange Programs. Testimony before the Subcommittee on International Operations, Committee on Foreign Affairs, House of Representatives. Statement of Joseph E. Kelley, Director-in-Charge, International Affairs Issues, National Security and International Affairs Division.
PUB DATE- 23 Mar 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; *Federal Programs; *Government Role; Hearings; *International Educational Exchange; *International Programs; Postsecondary Education; Program Descriptions; *Student Exchange Programs; *Technical Assistance
IDENTIFIERS- Agency for International Development

This document reports testimony at a Congressional hearing held to elicit information on international exchange programs. The testimony describes the international exchange and training or cultural programs funded partially or fully by the U.S. Government, using the 1990 report of the U.S. Information Agency (USIA). The information survey included 16 agencies that reported spending about $660 million for about 80 exchange or training programs for about 41,000 people in fiscal year 1992. The testimony gives a brief overview of the programs and cites some agency managers' concerns about possible program duplication and lack of flexibility, especially in Support for Eastern European Democracy programs or congressionally mandated programs. Appended to the report is a list of the U.S.-funded international exchange and training programs sponsored by the following: Agency for International Development, the Department of Agriculture, the Department of Commerce, the Department of Defense, the Department of Education, the Department of Health and Human Services, the Inter-American Foundation, the Department of the Interior, the Japan-U.S. Friendship Commission, the Department of Labor, the National Endowment for the Arts, the National Endowment for the Humanities, the National Science Foundation, the Smithsonian Institution, the Department of State, and the USIA. (KC) government spending to civilian and dual-use research and development; expanding federal support for cooperative projects with private industry; monitoring by boards of directors of corporate performance; preparing by companies of periodic analyses of long-term performance; and expanding exports. Private investment should be encouraged through a permanent equipment tax credit, authorization of industry consortia for joint production, and more rapid depreciation allowances. Recommendations to improve the public infrastructure, especially the transportation system, have also been proposed. The CPC recommends that national saving be increased by raising private saving and reducing public spending. (Members' biographies and subcouncil member lists are appended.) (YLB)

ED 356 390   CE 063 487

A Competitiveness Strategy for America. Reports of the Subcouncils. Second Report to the President & Congress.
PUB DATE- Mar 93
NOTE- 334p.; For the related second annual report, see CE 063 486. For the first annual report, see ED 349 443.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; *Capital; Competition; Dislocated Workers; *Economic Development; *Educational Change; Education Work Relationship; Elementary Secondary Education; Federal Government; Government Role; *International Trade; Investment; Job Training; *Labor Force Development; Manufacturing; *Productivity; Retraining; Vocational Education
IDENTIFIERS- National Education Goals 1990

This publication contains detailed reports from the eight subcouncils established by the Competitiveness Policy Council to develop specific policy recommendations in eight areas. "Building a Standards-Based School System" (Education Subcouncil) recommends redirecting the education system toward achieving the National Education Goals, developing standards and new assessments, developing capacity of schools and youngsters to achieve high standards, and developing an incentive and accountability system. "Building High-Performance Workplaces" (Training Subcouncil) proposes a four-part economic strategy: build a training system that works, promote continual skills development, enhance school and work integration, and ease the adjustment process. "Technology Policy for a Competitive America" (Critical Technologies Subcouncil) recommends increasing national investment in civilian and dual-use research and development, promoting commercialization of strategic technology, creating a world-class technology base, and organizing organizations for results. "The Will to Act" (Subcouncil on Corporate Governance and Financial Markets) proposes improvements in the corporate governance process by corporation, shareholder monitoring in this process, and improved corporate performance evaluation. "A Trade Policy for a More Competitive America" (Trade Policy Subcouncil) recommends creation of an "export mentality," world growth strategies and exchange rate coordination, trade negotiations to open markets, export promotion, export disincentive reduction, and a streamlined trade bureaucracy. "Forging the Future: Policy for American Manufacturing" (Manufacturing Subcouncil) recommends leadership for manufacturing excellence, investment in manufacturing assets, and effective use of manufacturing assets. "Investing in Our Future" (Public Infrastructure Subcouncil) focuses on needs for action in the areas of efficient transportation, adequate financing, and

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Course Content; *Course Descriptions; Education Courses; Higher Education; *Models; *Program Content; *Program Design; Program Development; Program Improvement; *Teacher Education; Teacher Education Programs; Teaching Skills; *Technology Education; Undergraduate Study

This monograph offers a model for a technology teacher education program that can be used in planning new programs as well as in revising and updating existing programs. A figure illustrates the Technology Teacher Education Model that consists of three elements that are held together with the "rationale." Chapter 1 focuses on the role of the rationale, in which technology (a curricular program) is defined, the need for technology programs is explained, and the steps for implementing a model technology program is described. Chapters 2, 3, and 4 describe the three elements in the Technology Teacher Education Program: general education, technical competency, and professional education. Each chapter contains a focused statement of rationale, content outline, course structure, and description of courses. There are 25 references. (YLB)

ED 356 410 CE 063 519

Polette, Doug, Ed.
Planning Technology Teacher Education Learning Environments. CTTE Monograph 13.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Design; Educational Environment; Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; *Facility Guidelines; Guidelines; Higher Education; School Expansion; *Teacher Education; *Technology Education; Undergraduate Study

This monograph provides guidelines for the technology teacher education facility planner. The first chapter is a general introduction. Chapter 2 describes a procedure that may be used to design a technology teacher education laboratory or to remodel a traditional industrial arts laboratory. These five sequential components are discussed: formulation of a philosophy of technology education, identification of the purpose of technology education, development of a curriculum rationale, preparation of a curriculum plan, and completion of the needs assessment. Chapter 3 focuses on identification of instructional support equipment. Chapter 4 suggests guidelines for designing the learning environment for technology teacher education. Suggestions are included for planning classrooms, laboratories, and extended learning environments. Chapter 5 addresses assessing existing facilities and the options of modification or expansion. Appendixes include 25 references, a needs assessment checklist, and a facilities checklist. (YLB)

ED 356 411 CE 063 520

Bertzeletou, Tina
FORCE Sectoral Survey on European Retail Trade.
PUB DATE- Apr 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Activities; Learning Modules; Lesson Plans; *Problem Solving; Reading Comprehension; Teaching Methods; Teamwork; Verbal Communication; Writing Instruction
IDENTIFIERS- *Workplace Literacy

This instructor's guide is one of the five books developed during a 21-month cooperative project to develop instructional materials that enhance skills in a workplace context. Partners in the project included the University of Texas at Austin, consultants, the Austin/Travis County Private Industry Council, Hart Graphics, IBM, and Texas Instruments. The guide contains three modules that cover the following topics for a suggested 22-week course: accessing information through reading; decision making, problem solving, and team building; and oral and written communication. The modules are divided into a total of 25 lessons that use a functional workplace context, discovered through observing how workers use skills, conducting job task analyses, and interviewing workers, supervisors, and training managers. Lessons in this instructor's guide contain some or all the following elements of a lesson plan: learning objective; introduction; vocabulary; practice problems; developing understanding; skill building problems, activities, and exercises; self-check; suggestions for further activities, discussion, or practice; suggested lesson supplements from those at the back of the module; answer keys; and notes to the instructor (preceding each lesson). (KC)

ED 356 430   CE 063 550

Leidig, Julie; And Others
The Competitive Edge: Sharpening Your Skills in the Workplace. Communications. Student Edition.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 253p.; For related documents, see CE 063 548-552.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Basic Skills; Communication (Thought Transfer); *Communication Skills; Course Content; *Decision Making Skills; Education Work Relationship; Learning Activities; Learning Modules; Lesson Plans; *Problem Solving; Reading Comprehension; Teamwork; Test Items; Verbal Communication; Writing Instruction
IDENTIFIERS- *Workplace Literacy

This student edition of learning modules in communications is one of the five books developed during a 21-month cooperative project to develop instructional materials that enhance skills in a workplace context. Partners in the project included the University of Texas at Austin, consultants, the Austin/Travis County Private Industry Council, Hart Graphics, IBM, and Texas Instruments. The guide contains three modules that cover the following topics for a suggested 22-week course: assessing information through reading; decision making, problem solving, and team building; and oral and written communication. The modules are divided into a total of 25 lessons that use a functional workplace context, discovered through observing how workers use skills, conducting job task analyses, and interviewing workers, supervisors, and training managers. Lessons in this student edition contain some or all the following elements of a lesson plan: learning objectives; introduction; vocabulary; practice problems; developing understanding; skill building problems, activities, and labeling theory. First, there is the frame of Jerry's and Charlie's stories as event and content. Second, the structure and organization of the text suggest that the meanings may be deeper than the issues and events themselves. A third way of interpreting the text is as an example of a postmodern report form, or writing that seeks to represent the constructive nature of its own formation. (RS)

ED 356 449 CS 011 259

Berger, Allen
Teens for Literacy in Inner-City Schools.
PUB DATE- 28 Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *College School Cooperation; Higher Education; *Inner City; Junior High Schools; Junior High School Students; *Literacy; Middle Schools; *Reading Programs; *Urban Schools
IDENTIFIERS- *Literacy Campaigns; Miami University OH; Middle School Students

The need to improve literacy in inner-city schools is a phenomenon at least a quarter-century old. Miami University of Ohio began the Teens for Literacy program in 1989. The program sets up, with the cooperation of a school principal, a team of middle school and junior high school students to promote literacy in their schools or communities. Five inner-city schools in southwestern Ohio cities currently participate. Principals select a team of four or five students of different races and backgrounds. Each team writes a proposal explaining what they plan to do during the year. Teams come to the university for an hour every other month for a meeting. Projects have included a Big Brother/Big Sister reading program, a huge billboard, videos promoting literacy, reading to senior citizens, and working with other teachers. All teams engage in tutoring their peers, including the multi-handicapped. Brief reports from students demonstrate the reactions and insights of students in the program. The program costs between $6,000 and $7,000 dollars per year. Students are paid $5 a month for each month they work. Teacher-liaisons are paid $500, and each school receives about $500 to purchase materials. (Suggestions from parents, a list of publications for parents, and titles of two reports of additional interest are included.) (SR)

ED 356 450 CS 011 260

Rubert, Helene
The Impact of a Parent Involvement Program Designed To Support a First Grade Reading Intervention Program.
PUB DATE- Feb 93
NOTE- 241p.; Ed.D. Dissertation, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Early Intervention; Grade 1; Literacy Education; Parent Child Relationship; *Parent Education; *Parent Participation; Primary Education; Reading Instruction;

an elementary level curriculum course (the control group) took the TORP as pre- and posttests. The reading methods course taken by the experimental group was literature-based and whole language in orientation. Results indicated an increase in the posttest scores in the direction of a skills/whole language orientation, suggesting a movement away from a subskills or phonics perspective on the continuum to either a skills or whole language theoretical orientation. Findings suggest that the reading methods course influenced students' pre-test beliefs about reading instruction as measured by the TORP. (Three tables of data are included; 21 references and the TORP are attached.) (RS)

ED 356 471 CS 011 284

Johns, Jerry; Abromitis, Barbara S.
Workplace Literacy: An Update. Focused Access to Selected Topics: FAST Bib No. 69.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Basic Skills; Curriculum Development; Educational Needs; Educational Trends; Program Descriptions
IDENTIFIERS- Educational Issues; *Workplace Literacy

This ERIC FAST Bib presents annotations concerning four major areas related to workplace literacy: (1) the definition and design of curriculum; (2) trends, issues, and challenges in workplace literacy; (3) model programs and projects; and (4) reference materials for practitioners. Contents include annotations of 45 journal articles, conference papers and other ERIC publications published between 1989 and 1992. (RS)

ED 356 472 CS 213 693

Blau, Sheridan
Building Bridges between Literary Theory and the Teaching of Literature. Report Series 5.6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Higher Education; Instructional Innovation; *Literary Criticism; Literature Appreciation; Models; *Reading Strategies; Teacher Attitudes; Teaching Methods; *Theory Practice Relationship; Writing Instruction
IDENTIFIERS- *Aesthetic Reading; English Teachers; Literary Theory; Postmodernism; Poststructuralism

A professional development model for teachers of literature (K-13) was conceived in the context of the current disjunctions between literary theory and pedagogical practices in the teaching of literature on the one hand, and a different set of establishing a strong sense that the teaching assistants are developing into professional colleagues who are sustaining a vital departmental and university program worthy of their energies and their pride. Any program, whether one beyond the means of a department or within them, has good and bad, advantages and disadvantages, and both will be different in each case. The task of departments is to face reality squarely--refusing avoidable constraints and seeking possible improvements. (RS)

ED 356 494 CS 213 788

Bloodsworth, James Gaston
The Left-Handed Writer.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Students; *Handedness; *Handwriting; *Left Handed Writer; Literature Reviews; Teaching Methods; Writing Difficulties; *Writing Research

Contrary to the beliefs of many, right-handedness is not a single factor existing in almost all people, with a few exceptions termed left-handed: neither extreme exists independently of the other. During the first 4 years of life there is a period of fluctuation between right and left-handed dominance. Statistics and findings vary in determining the number of left-handed students. Some authorities believe that genetic studies reveal a hereditary basis of the development of handedness, others believe that handedness is a result of environmental factors. While most teachers consider it sound educational practice to allow the student to develop writing skills with the left hand if it appears the child is definitely left handed, not long ago it was considered sound educational practice to force the left-handed student to change to the right hand for writing. Suggestions to assist in the positive instruction of left-handed children include: (1) identify left-handed students and plan special support for them; (2) use a left-handed teacher or older students as a resource person; (3) encourage them to develop a natural slant that is comfortable for them; and (4) on the primary level, group all left-handers together at the right front of the room. While there is some contradiction in the research literature, there are no major contradictions among the majority of experts who are producing pedagogical material in the area of handwriting for the left-handed. (Contains 22 references.) (RS)

ED 356 495 CS 213 789

Glenn, Cheryl
Classical Rhetoric Retold: Re-Mapping the Territory.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communications (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Restructuring (2nd, Atlanta, GA, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; High Schools; High School Students; Incentives; *Self Motivation; *Student Centered Curriculum; *Student Participation; *Teacher Student Relationship
IDENTIFIERS- Interactive Model; *Rochester City School District NY; *Student Empowerment

Student engagement, a crucial school restructuring issue for the 1990s, comprises interventions that channel the need for competence toward academic success, offer students increased access to extrinsic rewards, cultivate study of intrinsically interesting and invaluable material, provide consistent social support, and maximize student ownership of learning. This paper describes how teachers and students at the School Without Walls (SWW) in Rochester, New York, cooperate to maximize student engagement by identifying courses, designing basic essential questions as course frameworks, and selecting appropriate activities as course content. Teachers and students negotiate their curricula through various stages of curriculum development. Five issues related to student engagement are examined: (1) situated cognition as an instructional dimension of student engagement; (2) social norms as obstructions to student engagement; (3) student responsibility and choice; (4) the "hidden curriculum" as a social-political issue; and (5) student-centered curricula in restructured schools. SWW has both content and extended interdisciplinary courses. The curriculum-building and personalization process is described in detail, as are eight classroom strategies, coordination with New York State requirements, and program benefits. (Contains 19 references.) (MLH)

ED 356 517 EA 024 053

Osborne, Bill
The Due Care Paradigm of School Leadership.
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Conference on Creating the Quality School (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Change; *Due Process; *Educational Administration; Elementary Secondary Education; Models; *Organizational Change; *Organizational Theories; Theory Practice Relationship

The Due Care paradigm for the successful restructuring of organizations is presented in this paper, with attention to the paradigm's role in creating a fundamental shift from vertical (top/down) decision making to shared governance. The first section explains how due care is linked to three legal terms in tort law--substantive due process, due diligence, and due regard. The five principles of substantive due process include knowledge of expectations, assistance, results, corrective action, and many chances. Due diligence is a proactive quality-assurance process that provides logistical support for due care. Due regard embodies the essence of caring and respect. The second section presents an example of due care in action, using the concept of the "learning thermostat" to show how the due care paradigm is a nurturing paradigm. The third section this study includes chapters on personal and professional characteristics, school leadership, educational programs, issues and trends, and leadership profiles. An appendix includes sample questionnaires used in the survey. (Contains 34 references.) (JPT)

ED 356 536 EA 024 781

Gilvar, Barbara, Ed.
The Search Handbook: A Step-by-Step Guide to Selecting the Right Leader for Your School.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Evaluation; Administrator Qualifications; Administrator Role; *Administrators; *Administrator Selection; *Educational Administration; Elementary Secondary Education; *Private Schools; *Search Committees (Personnel)

The search for a new head of an independent school is complex and requires matching the values and characteristics of the school with a qualified candidate. The difficulty and importance of this task is often underestimated by those seeking new school heads. A mistake in choosing an administrative head can result in failure to secure effective leadership for the school. Other challenges independent schools face also impede the process. As costs of running an independent school rise, fund raising is an increasingly important task for school heads. Fewer school-age children, more demanding parents, and changing demographics are also factors that must be considered in choosing a school head. This guide provides information to assist search committees in hiring a new school head. Chapter topics include the following: leadership in independent schools; hiring a search consultant; preparing the board for transition; selecting a search committee; starting the process; legal and ethical concerns in the search process; identifying, recruiting, and evaluating candidates; interviewing semifinalists; checking references, planning campus visits, and narrowing to final candidates; making the choice; and achieving a successful transition. Following a list of National Association of Independent Schools principles of good practice for member schools, seven appendices provide additional guidelines and samples of documents used in a search. (JPT)

ED 356 537 EA 024 782

Conley, David T.
Managing Change in Restructuring Schools: Culture, Leadership, and Readiness.
PUB DATE- Mar 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Change Strategies; Culture; Educational Assessment; *Educational Change; *Educational Environment; Elementary Secondary Education; *Leadership;

educational reform movements ignore the reality of ecological limits and are dominated by concerns of national and individual economic expansion that are impossible to sustain. Chapters 2 and 3 outline the philosophical history and assumptions of modernism and the mechanisms by which schools transmit such modernist values as personal liberation from social and natural environments, the assumption that the world and society are machines, and the attachment of personal security to the promise of progress. Chapter 4 offers an alternative worldview embracing interdependence, recognition of the inherent ecological limits of a finite planet, and the demands of sustainability. Chapter 5 proposes fundamental changes in educational institutions to promote interdependence, and habits of cooperation and responsibility; and it reviews the contributions of other theoretical works. Chapter 6 argues that the accepted role of developing in at-risk students a sense of social bonding is a model for attenuating the dominance of individualism elsewhere. Chapter 7 maintains that broad social movements are vital to induce the needed transformations of social and educational paradigms. Contains 260 references. (TEJ)

ED 356 555 EA 024 816

Instructional Time and Student Learning: A Study of the School Calendar and Instructional Time.
PUB DATE- Dec 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Extended School Day; *Extended School Year; *High Risk Students; *Instructional Effectiveness; Outcomes of Education; School Schedules; School Support; Summer Programs; *Summer Schools; *Year Round Schools
IDENTIFIERS- *Virginia

The purpose of a comprehensive study of the design of the school calendar in Virginia was to identify the quality and quantity of allocated time and the amount of time spent and needed for student learning as factors determining the impact of instructional time on educational quality. Synthesizing available research and new surveys and interviews, the study evaluated the effects of instructional time on learning; options for increasing instructional time and public reactions to them; current Virginian, national, and international calendar practices; Virginia's summer remedial programs; and current time-management strategies. Apart from programs for students at risk, research does not demonstrate a long-term, causal relationship between allocated time and educational quality. In only a few instances have Virginian schools received the public support required to significantly lengthen the school year or day. Attempts to lengthen the school day may increase fatigue and inhibit extracurricular activities. Data from year-round schools offering optional summer quarters do not indicate superior student performance. Virginia should ensure educational quality through: (1) careful curricular design and optimization of teacher-to-student ratios; (2) continued funding for summer-school programs for students at risk; (3) staff development and training; and (4) consideration of additional research findings. Six appendices provide the text of the legislation authorizing this study; charts showing instructional time in Virginia school divisions and across the nation; year-round school calendar plans; methodology of the school division's survey with questionnaire; and methodology of

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Development; Educational Change; Elementary Secondary Education; Faculty Development; *High Risk Students; Power Structure; *School Community Relationship; *School Restructuring; Social Services; *Systems Development; *Teacher Participation
IDENTIFIERS- California; *Every Student Succeeds

This report examines twenty-three schools in their first year of participation in a California-State-sponsored restructuring initiative called Every Student Succeeds (ESS). Four areas of restructuring are reviewed: (1) curriculum and instruction; (2) governance; (3) professional development of teachers; and (4) coordination of community resources. In general, schools had gone the farthest in implementing their restructuring plans in the area of curriculum and instruction. Many schools were actively involved in enhancing their curriculum to make it more practical, with "real world" applications, and several were experimenting with integrated thematic units and projects. Heterogeneous grouping practices were explored as a way to improve student access to this enhanced curriculum. In the area of governance, many schools were changing traditional decision-making structures by decentralizing into smaller units called "families," and some were establishing schoolwide governance and management teams. Integral to the restructuring process was developing the professional skills of teachers. However, most of these efforts centered on traditional areas of staff training, not on those skills which would help teachers assume new roles and expanded responsibilities such as training in managerial, decision-making, and social service counseling skills. Coordination with outside community resources was an area of restructuring which was the least developed. Implications of this research include how to better integrate limited-English-proficient and other special needs children into schoolwide restructuring activities, how to develop standards of performance which are not differentiated by ability level, and how to develop systems of accountability that allow schools and districts some level of flexibility in the way success is defined. (Author)

ED 356 575 EC 302 009

Magliocca, Larry A.; And Others
The Early Integration Training Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 31 Mar 93
NOTE- 54p.; For a related document, see ED 350 731 and EC 302 016.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Attitude Change; *Child Caregivers; Day Care Centers; *Disabilities; *Inservice Education; Interdisciplinary Approach; *Mainstreaming; Preschool Education; Problem Solving; Social Integration; Special Education; Staff Development; Technical Assistance; Training Methods; Workshops
IDENTIFIERS- *Ohio

This final report describes activities of the Early Integration of the New Hampshire Family Support Network for families of people with developmental disabilities, and is based on a review of documents, interviews with key people, and participant observation. It begins with a brief history of family activism in New Hampshire, noting the early high level of cooperation between families and state and local officials. Activities of the Task Force on Family Support, established in 1987, focused on establishing principles of inclusiveness, studying what was needed and what was possible, developing creative proposals, and organizing for change. The Task Force's recommendations resulted in passage of two legislative bills, one establishing the statewide family support network and the other providing interim services for people on waiting lists of area agencies. Implementation has involved development of regional family support plans, appointment of coordinators, and establishment of local family support councils. Issues currently facing the network include incorporating a new concept of family constituency, cost cutting and community support, more permanency planning across agencies, broadening the mandate to include families of people with mental health needs, relationships between councils and area agencies, and self-determination by people with disabilities. Implications for other states are drawn. An appendix briefly describes the report's methodology. (DB)

ED 356 593   EC 302 033

Rogan, Pat
Toward Integrated Employment for All.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Change Strategies; Compliance (Legal); Delivery Systems; *Developmental Disabilities; Employment Potential; *Employment Services; Financial Support; Program Effectiveness; Program Evaluation; Regional Programs; State Programs; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- *Monadnock Developmental Services Inc NH; *New Hampshire

This site visit report reviews activities of Monadnock Developmental Services, Inc., a program serving people with developmental disabilities in one New Hampshire region. The report focuses on the development of employment services in the state and region, including system change strategies, practices being used to support people in jobs, and current issues and dilemmas. Sections of the report address: the development of integrated employment in New Hampshire through the 1980s; state and regional funding structures for employment; and the development of employment opportunities in Region V of the state, utilizing such principles as closure of sheltered workshops, tying of funding directly to people needing services (rather than providers), person-centered planning and individualized job placements, development of natural supports on the job, and facilitation of school-to-work transition. Three Region V agencies were visited, and three individuals being served by the program are described. Specific issues are identified, including low staff salaries, transportation needs, the requirement that 6 hours of service be provided each day, waiting lists, and possible overselling of supported employment. (DB)

ED 356 612 EC 302 052

DeDecker, Sally
The College-Bound L.D. Student--Let's Bury the Myths Forever.
PUB DATE- Feb 93
NOTE- 9p.; Paper presented at the Learning Disabilities of America Conference (San Francisco, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Admission Criteria; Beliefs; College Admission; *College Bound Students; College Preparation; College Students; Higher Education; *Learning Disabilities; Student Characteristics; *Student Personnel Services
IDENTIFIERS- *Southern Illinois University

This paper addresses myths about college students with learning disabilities (LD) which may give false hope to students very unlikely to succeed in college but more often place limitations on students who could succeed with some support services, based on the experience of Project Achieve at Southern Illinois University. The "myths" consider characteristics of students with LD, appropriate campus settings for students with LD, and appropriate support services. Specific myths include: (1) learning-disabled students are better off in a vocational school; (2) students who do not meet the university admissions standards of grade point average and standardized test scores have demonstrated they do not belong in college; (3) learning-disabled students cannot succeed on a large college campus with large lecture classes; (4) LD students should not enter college until all deficits have been remediated; (5) all LD college students have experienced such misunderstanding and mistreatment that counseling is a must; (6) all learning-disabled college students are deficient in reading; and (7) Project ACHIEVE only takes the high intelligence quotient students. (DB)

ED 356 613 EC 302 053

Bornstein, Harry; Casella, Vicki
A Computerized Classroom Language Management and Recording System for Deaf and Hard of Hearing Children.
PUB DATE- Feb 93
NOTE- 7p.; Paper presented at the Learning Disabilities of America Conference (San Francisco, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Managed Instruction; *Computer Networks; Computer Uses in Education; Databases; *Deafness; Elementary Secondary Education; *Hearing Impairments; *Management Information Systems; Partial Hearing

This interim report describes the development of a networked computerized classroom language management and recording system to assist teachers of children who are deaf or hard-of-hearing. The system will provide storage and access capability for such information as changes in instruction, language learning progress, modifications in communication systems, and changes in the student's family and school circumstances. Thirteen

Unified School District (California) to develop a process and approach to the development of instructional materials for limited-English-speaking students and training and support materials for their teachers. The report outlines the following aspects of the project: the role of the technical team (formation, deliberations, and conclusions); the proposed process for assessing instructional materials needs, including review of past efforts, structure for decision-making, and identification of key issues; specific procedures, tasks, and products, in chart form; the final production of instructional and curriculum materials; and issues to be considered in adoption and institutionalization of the results, implementation policy, and the mechanics of adapting the resulting process/approach to development of materials in other areas of need (other language groups, grade levels, or subjects). A checklist for this adaptation process is provided. (MSE)

ED 356 632 FL 021 121

Bartel, Nick
The Story of California = La Historia de California.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 223p.; Translated into Spanish by Manuel Colon. For related documents, see FL 021 117-124.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bilingual Instructional Materials; Demography; *Economic Development; Ethnic Groups; Foreign Countries; Geography; History Textbooks; Intermediate Grades; International Relations; Junior High Schools; Limited English Speaking; Middle Schools; *Migration Patterns; Spanish; *Spanish Speaking; *State History; United States History; Urban Schools
IDENTIFIERS- *California; California Gold Rush; Mexico; Spain

"The Story of California" is a history and geography of the state of California, intended for classroom use by limited-English-proficient, native Spanish-speaking students in California's urban middle schools. The book is designed with the left page in English and the right page in Spanish to facilitate student transition into comfortable use of English but without sacrifice of Spanish language skills. Chapters address these topics: California's location on the earth and the characteristics of its people; the state's geography; the first people in California; the advent of the European explorers and settlers; Spanish movement from Mexico into California, and colonization; the end of Spanish government in California and the beginning of Mexican government of the area, including the history of the missions and the Indians; statehood; the California Gold Rush; the impact of the industrial revolution; and use of the land from the 1850s to the present. Many maps and illustrations are included. (MSE)

ED 356 633 FL 021 122

The Story of California. Student Workbook. Teacher's Edition = Libro de Trabajo de La Historia de California. Edicion del Maestro.

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Elementary Secondary Education; *English (Second Language); Instructional Materials; *Language Role; Limited English Speaking; *Mathematical Concepts; *Mathematics Instruction; *Problem Solving; Second Languages; Student Evaluation; *Word Problems (Mathematics)

This materials guide on mathematics instruction for limited-English-speaking students, contains sample instructional materials for teaching mathematical concepts and word problems, and sample lesson guides for lesson development. The emphasis is on adaptation of existing commercial and teacher-developed materials for use with this population. An introductory section discusses the relationship between language and mathematical activities, particularly in the context of the two approaches outlined here: (1) concept formation and application; and (2) use of word problems. Linguistic and mathematical considerations and procedures viewed as important in materials adaptation are outlined. The bulk of the document is devoted to guides for development of mathematics lessons integrating mathematics content and related English-as-a-Second-Language instruction. Content of the lessons focuses on relatively simple arithmetic and mathematical procedures. (MSE)

ED 356 652 FL 021 153

Torres-Gavilanes, Janet
Improving Academic Achievement of English-as-a-Second-Language Students through Peer-Tutoring.
PUB DATE- Mar 93
NOTE- 60p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Basic Skills; Classroom Techniques; *English (Second Language); Grade 11; Grade 12; High Schools; High School Students; Instructional Effectiveness; *Limited English Speaking; *Peer Teaching; Study Skills; Teaching Methods; *Tutorial Programs; *Underachievement

A project investigating the effects of peer tutoring on students' academic achievement focused on use of tutoring with underachieving, limited-English-speaking 11th- and 12th-graders. The method was designed to use materials readily available and require minimal expenditure of teacher time and resources. Students (n=18) voluntarily attended tutorial sessions, some to prepare for the high school competency exam and some for assistance with specific subject areas. The tutoring program lasted for 12 weeks. The program's objectives were to: (1) improve students' pass rate on the high school competency test; (2) increase completion of homework; (3) improve grade point averages by half a point; and (4) promote favorable attitudes in 85% of participants. Only the fourth objective was met, although progress was seen toward the second objective. Problems included limited student ability to attend tutoring sessions and the limited length of the tutoring program in light of the severity of student needs. Tutors expressed personal satisfaction and a desire to continue, and the program was extended. Appended materials include a statement of school commitment to student achievement, progress report form, letter to parents (English and Spanish), letter to teachers, tutoring program flyer, tutors' and students' sign-in materials have potential for wider application than initially intended. Letters, documents, forms, and a 65-item bibliography are appended. (MSE)

ED 356 672 FL 021 198

Muller, Kurt E., Ed.
Languages in Elementary Schools. International Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Age Differences; Classroom Environment; Curriculum Design; Disabilities; Educational Policy; Educational Strategies; Elementary Education; *FLES; *Language Tests; *Learning Processes; Low Achievement; Policy Formation; *Program Administration; Program Design; School Districts; *Second Language Instruction; Second Language Learning; Teaching Methods; Testing
IDENTIFIERS- *Content Area Teaching

Ten essays address aspects of second language instruction at the elementary school level: "Elementary School Foreign Languages: Perspectives, Practices, and Promises" (Carol Ann Pesola, Helena Anderson Curtain); "The Integrated Curriculum: Rethinking the Elementary School Foreign Language Program for the '90s" (Virginia Garibaldi Allen); "The Ages and Learning Stages of Children and Their Implications for Foreign Language Learning" (Myriam Chapman, Elizabeth Grob, Mari Haas); "Learning Language through Content: Learning Content through Language" (Myriam Met); "Creating Effective Foreign Language Learning Environments in Elementary Classrooms" (Eileen B. Lorenz, Sarah Rice); "School-District Perspectives on Elementary-School Language Programs" (R. Stephen Tegarden, Christine L. Brown); "Testing and Elementary School Foreign Language Programs" (John W. Oller, Jr.); "Mother Tongue and Father Grammar, or, Why Should Children Learn a Second Language?" (Donald G. Marshall); "Two Languages for All Children: Expanding to Low Achievers and the Handicapped" (Carolyn Andrade, Richard R. Kretschmer, Jr., Laura W. Kretschmer); and "Policy and Curricular Implications of Expanding Language Education in Elementary Schools" (Kurt E. Muller). (MSE)

ED 356 673 FL 021 199

Adger, Carolyn; And Others
Confronting Dialect Minority Issues in Special Education: Reactive and Proactive Perspectives.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 46p.; Paper presented at the National Research Symposium on Limited English Proficient Student Issues (3rd).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; *Classroom Communication; Classroom Techniques; Elementary Secondary Education; Ethnography; *Language Proficiency; Language Research; Language Tests;

Education; Educational Technology; Fees; Foreign Countries; Government Role; Government School Relationship; Higher Education; Institutional Cooperation; *Open Universities; *Program Design; Rural Areas; Universities
IDENTIFIERS- Australia

This paper describes the Australian Open Learning Initiative (OLI), a program to facilitate access to postsecondary education. The program will provide off-campus or distance education courses for which there is evident high demand. Program features include an independent brokering agency, coordination by a university or group of universities, provision of degree courses from existing accredited programs, awarding of degrees having parity with existing higher education degrees, availability of courses through television and other distance education means, and regulation of fees. An opening section describes the OLT proposal in detail. A following section describes the origins of OLI at the University of Queensland and Monash University, its appeal to and support from government, and its development to the present form. The third section analyzes the costs and benefits of the program, focusing on fees and the costs and benefits to universities at different scales. The closing section offers cautionary thoughts on the initiative in the areas of cost, expectations which may be unrealistic, attitudes toward technology, quality of materials, rate of implementation, and institutional cultures. OLI benefits are increased student access, rationalization of effort, credit transfer, articulation between sectors, pioneering technological developments, community presence, and enhanced learning materials. (JB)

ED 356 692 HE 026 315

Fenwick, John
A Question of Quality.
PUB DATE- Nov 92
NOTE- 10p.; Paper presented at the ICDE World Conference (16th, Bangkok, Thailand, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Administration; *Educational Quality; Educational Technology; Foreign Countries; Government Role; Higher Education; Independent Study
IDENTIFIERS- Australia

This paper on quality and distance education argues that if the goal of education is to produce an independent learner, distance education is ideally suited to encourage effective independent learning when the instruction and programming is of a high quality. The paper first notes the Australian government's interest in promoting distance education that incorporates both quality and economies of scale. The paper then defines quality education as education that produces an independent learner. A look at the current indicators of quality in distance education notes that distance education is extremely public, a fact that puts the students in a position to judge the quality of the services. It is suggested that quality may be improved through viewing students as customers and in particular through understanding who the customer is and encouraging student collaboration. It is further noted that not only is the student a customer but the future or current they were satisfied all or most of the time. This issue also offers an outline of the dilemmas typically faced by those filling this role. The fifth issue looks at the price that persons who chair departments pay for undertaking academic leadership in terms of time off from scholarly pursuits and the excessive stress that comes from trying to balance two equally heavy demands--the managerial and the academic. The final issue takes up roles of department chairs including that of scholar, faculty developer, and leader and manager. (JB)

ED 356 711 HE 026 367

Ellis, Susanne D.; Mulvey, Patrick J.
Survey of Physics and Astronomy Bachelor's Degree Recipients, 1991-92. AIP Report.
PUB DATE- Mar 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Astronomy; *Bachelors Degrees; Career Choice; *Educational Trends; Employment Opportunities; Graduate Study; Higher Education; Minority Groups; National Surveys; *Physics; *Science Careers; Sex Differences; Student Attitudes

An annual survey was conducted of the career plans of 1992 recipients of bachelors degrees in physics and astronomy. The survey has been carried out every year since the 1960s and is a reliable indicator of the graduates' postbaccalaureate intentions and how those trends reflect America's changing economy. For the 1992 survey 2715 of 4965 physics bachelors degree recipients responded. Of astronomy degree recipients, 130 of 186 responded. Three main findings included the following: (1) a lingering recession makes graduate study more attractive than employment at the bachelor's level; (2) since the mid-1980s the proportion of holders of bachelors degrees in physics who become high school teachers has doubled; and (3) only one-third of the employment-oriented physics bachelors degree holders reported making extensive use of their training. The study also found that women, foreign minorities, and United States Asians ranked highest in the proportions of bachelor degree holders who entered graduate study in physics or astronomy. From the survey of astronomy graduates, the survey sample contained proportionately more women, and fewer minorities. This area also shows a shift toward further graduate study and away from employment with only the bachelor's degree. Only 31 percent of astronomy graduates intended to pursue employment directly after college graduation. The paper includes three figures and seven tables displaying the data. (JB)

ED 356 712 HE 026 368

A Collection of Papers on Self-Study and Institutional Improvement, 1993.
PUB DATE- 93
NOTE- 214p.; Papers prepared for the Annual Meeting of the North Central Association of Colleges and Schools (98th, Chicago, IL, April 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); *Colleges; Educational Assessment; Eligibility; Higher Education; Institutional Characteristics; *Institutional Evaluation;

hours at research institutions to a high of 15.2 hours at liberal arts and two-year colleges; and (3) full-time faculty at research universities average about 3 hours per week with undergraduates, while faculty at comprehensive universities average 8.4 hours a week. In addition, workload studies are showing a shift from teaching to research, particularly in research and doctoral-granting institutions, caused by the substantial growth in available research dollars and the increasing competition for tenure. The report concludes with a discussion of the alternatives for managing faculty resources over the next decade. Alternatives discussed include connecting tenure and promotion criteria with adoption of state and campus mechanisms that explicitly recognize both research and teaching, and linking faculty pay and incentives to research and teaching, and faculty pay and incentives linked to decentralized budgeting strategies in colleges and departments. (GLR)

ED 356 731 HE 026 387

Hubbell, Loren Loomis
Tuition Discounting: The Impact of Institutionally Funded Financial Aid.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Expenditures; *Family Financial Resources; *Fiscal Capacity; Higher Education; *Mathematical Models; Paying for College; Private Colleges; Public Colleges; Student Costs; *Student Financial Aid; *Student Needs; *Tuition

This report presents a model and an approach that institutions of higher education can use to analyze and project the impact of endogenous and exogenous factors on both net and gross tuition in the context of the increasing practice of tuition discounting. It is noted that two key questions drive this effort: (1) what influence does gross tuition pricing have on institutionally funded financial aid, and hence, net tuition? and (2) how much does a college or university need to increase its stated tuition rate to realize a desired level of net tuition revenue growth? To answer these questions, this report first examines relationships among tuition, student need, institutionally funded financial aid, and other institutional factors from a broad education industry perspective. The next section depicts the interaction of these elements by applying the discounting model developed to a fictitious, representative college. The detailed derivation of the model, and the formulae used, are presented in the appendix. (GLR)

ED 356 732 HE 026 388

Hubbell, Loren Loomis; Dougherty, Jennifer Dowling
Cost-Effective Control Systems for Colleges and Universities: A New Paradigm.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Challenges" by Barbara Henley and others; (2) "Cultural Diversity in Residence Halls: Institutional Character and Promotional Strategies" by Melvin C. Terrell and John R. Hoeppel; (3) "Law Enforcement and Education: New Partners in Diversity" by Doris J. Wright; (4) "Enhancing Cultural Diversity and Building a Climate of Understanding: Becoming an Effective Change Agent" by Suzanne E. Gordon and Connie Borders Strode; (5) "The Making of a Celebration: Lessons from University of Louisville's First University-Wide Celebration of Diversity" by Dennis C. Golden and others; (6) "The Faculty Response to Campus Climate Issues" by Shirley Stennis Williams; (7) "Perceptions and Views of Racism: A Student Leader's Perspective" by Bruce D. La Vant and others; (8) "Promoting Diversity and Equity within the California State University: System Level Mandates, Strategies, and Issues" by Robbie L. Nayman; (9) "Global Diversity and Macro Student Development" by Marvalene Hughes. Appendixes contain a copy of a campus survey of racism and a 28-item list of recommended reading. (JB)

ED 356 750 HE 026 408

Lee, Harold E., Comp.; Snyder, Mary Beth, Comp.
NASPA Salary Survey Results 1991-92. Comprehensive Data Analysis.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Responsibility; Administrators; College Administration; Data; *Fringe Benefits; Higher Education; *Salaries; Student Personnel Services; *Student Personnel Workers; Surveys; *Tables (Data)

This publication presents the data from a survey of salaries of student affairs administrators at colleges and universities nation-wide in 24 tables. Of the 1,090 questionnaires mailed, 544 (49.9 percent) were returned. The data are presented in descriptive form with negligible interpretive narrative. Section I contains demographic information by region, institutional classification, institutional support, institutional enrollment, and salary determination methods. Section II presents information about the Chief Student Affairs Officers regarding their areas of responsibility, benefits received, and age clustering. Section III provides composite data for all student service positions in this study with respect to gender, education level, length of time in position, length of time at institution, and ethnic background. Section III also provides salary figures for each of the positions included in the study. (JB)

ED 356 751 HE 026 409

Lee, Harold E., Comp.; Snyder, Mary Beth, Comp.
NASPA Salary Survey Results 1991-92. Chief Student Affairs Officers' Salary Data.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Administrator Characteristics; Administrators; College Administration; Data; Higher Education; Minority Groups; *Salaries; Seniority; Sex

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Networks; Educational Research; Educational Technology; Elementary Secondary Education; Federal Government; Federal Legislation; Government Role; Guidelines; Higher Education; Information Networks; *National Programs; Policy Formation; Position Papers; Private Sector; Professional Associations; *Public Policy; Research Methodology; *Telecommunications; Workshops
IDENTIFIERS- Congress; Information Infrastructure; *National Research and Education Network

A summary is presented of the deliberations of a workshop devoted to the National Research and Education Network (NREN). It also includes policy papers from 18 organizations that broadly represent NREN constituencies in government, education, and industry. The NREN is one of the major components of the High-Performance Computing Act of 1991 (Public Law 102-194). In the Act, Congress posed six questions about NREN policy, and asked for answers by December 1992. The workshop was held to develop informed commentary on the major issues of the congressional questions. Conclusions about the major issues that were widely shared are as follows: (1) the act and the program of the current administration are important first steps in network establishment; (2) the NREN should facilitate development of a national information infrastructure and provide tools for research and demonstrations of technology; (3) NREN should be a national network program supported by the communications infrastructure of the country; and (4) the NREN should be a truly national program with partners in industry, government, and higher education. Specific recommendations are made for policy questions, and other issues are developed. Two charts and four tables illustrate the discussion. Appendix A contains the 18 position papers from industry, universities, and interested bodies. Appendix B lists workshop participants. (SLD)

ED 356 769 IR 016 040

Becker, Henry Jay
Top-Down versus Grass Roots Decision Making about Computer Acquisition and Use in American Schools.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Centralization; *Computer Assisted Instruction; *Decentralization; *Decision Making; *Educational Technology; Educational Trends; Elementary Secondary Education; National Surveys; Outcomes of Education; *School Based Management; Tables (Data); Teacher Attitudes; Teacher Role; Technological Advancement; Use Studies
IDENTIFIERS- *Computers in Education (IEA); Experts; Teacher Surveys

National survey data are used to address questions about the centralization and decentralization of decision making about computer use in American schools. Settings in which centralization and decentralization in decisions about computers are greatest are considered. The consequences of alternative decision-making structures are also considered, using data from the U.S. administration of the 1989 International Education Association Computers-in-Education survey involving a national probability sample of teachers and were as follows: graduate education should be future oriented; the faculty is divided into two groups (basic science and commodity-oriented agriculture); students are inhibited from taking courses outside their own departments; minors vary widely in requirements and student acceptance; interdisciplinary graduate programs would be useful; and quality is not sufficiently monitored in nondepartmental programs. Recommendations were made to address these concerns and improve programs. (Appendixes to the report provide statistical information on the graduate programs of the university.) (KC)

ED 356 319 CE 063 323

Task Force on Undergraduate Curricula Development. Report. Academic Programs Publication Series Number 13.
PUB DATE- Jan 93
NOTE- 51p.; For related documents, see CE 063 321-322.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agricultural Education; College Faculty; *College Programs; Curriculum; *Curriculum Development; Educational Improvement; Educational Philosophy; Educational Policy; Educational Practices; *Forestry; Higher Education; Minority Groups; Nontraditional Students; *Program Improvement; Student Attitudes; *Student Recruitment; Teacher Attitudes; Undergraduate Study
IDENTIFIERS- *University of Florida

A task force studied the undergraduate program at the College of Agriculture and the School of Forest Resources and Conservation at the University of Florida, ranging from recruitment techniques and strategies designed to attract students to the college to strategies to recognize and reward quality teaching at the undergraduate level. Data were gathered by mail and through focus groups from students, faculty, and staff. Some of the major recommendations derived from the study are the following: (1) the college/school should foster more interdepartmental collaboration; (2) mechanisms should be identified to increase the resources available to support academic programs; (3) a mission statement should be developed; (4) recruitment efforts should be increased using strategies identified through the study; (5) placement procedures should be upgraded and admission standards should be developed by each department; (6) policies to support nontraditional and minority students should be developed; (7) computer skills should be developed in all students; and (8) the program should be more internationalized. (Five appendixes include the College of Agriculture alumni survey results, enrollment statistics, curricula overview, certificate programs overview, and criteria for admission into the department of microbiology and cell science as an undergraduate major.) (KC)

ED 356 320 CE 063 356

A Compilation of Federal Education Laws. Volume IV--Vocational Education, Job Training, and Related Statutes, as Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor. U.S. House of Representatives, One Hundred Third Congress, First Session. Committee Print.
PUB DATE- Mar 93
NOTE- 459p.; Serial No. 103-C. For previous edition, see ED 334 422.

programs should be evaluated, what should be evaluated, what techniques should be used, and who should be involved. Next, the procedure for designing an evaluation system is presented. A final report outline example is provided. Other topics include using evaluation data, how to avoid common evaluation pitfalls, and the Missouri School Improvement Program. A summary and review concludes the lesson. Two activity sheets and an evaluation plan checklist are provided. (YLB)

ED 356 338 CE 063 404

Downs, W. A.
Tracking and Reporting Data Using VIMS and VAMS. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 24p.; For related modules, see CE 063 398-407.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; Computer Oriented Programs; Course Content; Higher Education; *Information Management; Instructional Materials; Learning Activities; Learning Modules; *Management Systems; Postsecondary Education; Secondary Education; Student Records; Teacher Education Curriculum; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Missouri; *Vocational Administrative Management System; *Vocational Instructional Management System

This module on tracking and reporting data is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to provide a basic understanding of Missouri's Vocational Instructional Management System (VIMS) and Vocational Administrative Management System (VAMS). Introductory materials include the following: a list of competencies/tasks to be covered, objectives, an overview of the module, a list of suggested resources, and content/instruction strategies, including prerequisite information. The module provides a review of the key components of VIMS and an overview of VAMS that includes a definition, its capabilities, information that VAMS manages, key features, and support software and hardware. A summary and review are provided. Thirteen transparencies are appended. (YLB)

ED 356 339 CE 063 405

Downs, W. A.
Evaluating and Recording Student Progress. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 17p.; For related modules, see CE 063 398-407.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; Competency Based Teacher Education; Course Content; *Grades (Scholastic); *Grading; Higher Education; Instructional Materials; Learning Activities; Learning Modules; Performance; *Postsecondary Education; Secondary Education; *Student

promote youth work as a career rather than a job; (3) small groups' identification and reports on strategies to enhance the professional development of volunteers in youth work and to strengthen preservice and inservice education programs for youth workers; and (4) participants' listing of their three top recommendations. Among the top 10 strategies were the following: expand availability of training, develop collaborative approaches to inservice training, reexamine existing levels of preservice training, create communication and networking mechanisms, develop standards for entry into and progression within the field, and develop public information networks. (Appendixes include a participant list, proposed definitions of key terms, and suggested knowledge base for youth workers.) (YLB)

ED 356 356 CE 063 433

Fitzgerald, Ann K.; Collins, Ann
Adult Service Clubs and Their Programs for Youth.
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Aug 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Cooperative Programs; Coordination; *High Risk Students; Humanitarianism; *National Organizations; Nonprofit Organizations; *Professional Associations; Program Development; Social Support Groups; *Voluntary Agencies; Youth; *Youth Programs
IDENTIFIERS- *Adult Service Clubs

A study described youth programs sponsored by 17 major national adult service organizations, including the traditionally male groups, mainline women's groups, and minority service organizations. Specific focus was on developmentally appropriate, community-based services for at-risk adolescents, aged 10 to 15. Information was collected through in-depth telephone interviews. Surveys were supplemented by examining annual reports, program newsletters, and training materials. Findings indicated that adult service clubs performed a variety of sometimes conflicting and contradictory functions. They could be categorized according to the degree to which affiliates are autonomous and the degree to which there is a hierarchy and a system of formal communication between the national office and local clubs. Adult service clubs did not conceive of early adolescence as a specific age category; programs were not generally targeted to at-risk, young adolescents. Recommendations to strengthen activities in this area included the following: promotion of awareness of at-risk, early adolescents; program development and cross-fertilization; evaluation; eradication of the vestiges of exclusivity; and further study. (Profiles of the 17 organizations are provided. Each profile touches on the following areas: volunteers, nature of program development, and youth programs--national programs, local programs, public policy, collaborations, and publications. The interview questionnaire and 13-item bibliography is appended.) (YLB)

ED 356 357 CE 063 434

Spiers, Elizabeth, Comp.; Samberg, Laura, Ed.
Transition Resource Guide.
SPONS. AGENCY- Department of Education, Washington, DC.

ED 356 374 CE 063 459

Mine Safety Education and Training Seminar. Proceedings: Bureau of Mines Technology Transfer Seminar (Pittsburgh, Pennsylvania, May 17, 1988; Beckley, West Virginia, May 19, 1988; St. Louis, Missouri, May 24, 1988; and Reno, Nevada, May 26, 1988). Information Circular 9185.
PUB DATE- May 88
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accident Prevention; Adult Education; *First Aid; *Mining; *Occupational Safety and Health; *On the Job Training; Postsecondary Education; *Safety Education; Simulation; Teaching Methods

This publication contains the papers presented at four technology transfer seminars on mine safety education and training. The papers highlight the Bureau of Mines' recent research aimed at improving the effectiveness of mine safety training in order to reduce workplace accidents. The following eight papers are included: "Effect of Training Strategy on Self-Contained Self-Rescuer Donning Performance" (Vaught, Brnich, and Kellner); "The Work Crew Performance Model: Linking Training, Assessment, and Performance" (Wiehagen et al.); "Roof and Rib Hazard Recognition Training Using 3-D Slides" (Barrett, Wiehagen, and Vaught); "Human Factors Contributing to Groundfall Accidents in Underground Coal Mines: Workers' Views" (Peters, Wiehagen); "Blasters Training Manual for Metal-Nonmetal Miners" (Peltier, Fletcher, and Dick); "Operations-Based Training Strategy for Longwall Mining" (Grayson et al.); "Miner and Trainer Responses to Simulated Mine Emergency Problems" (Cole et al.); and "First Aid Role Play Simulations for Miners" (Cole et al.). Each paper includes an abstract and references. Some papers contain exercises and simulations. (KC)

ED 356 375 CE 063 460

Johnson, Sandra J.
Valuing and Managing Diversity in Business and Industry: Literature Review and Models. Training and Development Research Center Project Number Fifty-Nine.
PUB DATE- Sep 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Affirmative Action; Cross Cultural Training; Cultural Awareness; Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Culture Contact; *Employment Practices; Ethnicity; *Human Resources; Intercultural Communication; Intercultural Programs; Job Training; *Labor Force Development; Management Development; *Organizational Development; Personnel Integration; *Personnel Management; Personnel Policy; Strategic Planning; Vocational Education
IDENTIFIERS- *Diversity (Groups)

An increasingly diverse work force is a definite trend in the United States, and a number of companies have linked valuing and managing diversity to increased productivity. Equal employment opportunity and affirmative action are pointed to as foundational to the development of formal programs for valuing or managing diversity in the workplace. The sense of urgency in the literature about valuing and managing work force diversity advancement of new telecommunications technologies. "Saving, Investment, and the Budget" (Capital Formation Subcommittee) recommends two ways to increase national savings: raising private savings and reducing public spending. (YLB)

ED 356 391 CE 063 492

Crooks, Catherine Marguerite
Basic Skills Deficiencies in the Canadian Workforce.
PUB DATE- Nov 92
NOTE- 150p.; Master's Thesis, University of Regina, Canada.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; *Basic Skills; *Business Responsibility; Educational Needs; Educational Philosophy; Educational Resources; *Education Work Relationship; Foreign Countries; Government Role; *Illiteracy; Literacy Education; Skill Development
IDENTIFIERS- *Canada; *Workplace Literacy

According to this report, many Canadians lack basic skills of literacy and numeracy. As many as 6.9 million Canadian adults, or 1 of every 6 working Canadians, may require some literacy training. This paper outlines the extent of illiteracy and innumeracy in Canada and presents an overview of actions being taken alone or in partnerships by governments, nonprofit groups, and businesses. The focus then shifts to a detailed examination of the role of the private sector. A strong argument is made for increased involvement of this sector, as businesses are deeply affected by the large numbers of workers lacking basic skills. Specific recommendations for individual firms are made, ranging from sponsorship of not-for-profit literacy efforts to developing in-house training programs in basic skills. This report contains an 86-item bibliography and the following eight appendixes: (1) a sampling of Canadian workplace basic skills programs; (2) resources for developing a basic skills program in the workplace; (3) written questionnaire used in conducting literacy audits; (4) interview questions for organizational needs assessment; (5) literacy programs in Edmonton; (6) recruitment techniques; (7) reasons for nonparticipation in adult basic literacy programs; and (8) evaluation questionnaires, and seven tables covering statistics on basic skills deficiencies in Canada. (Author/KC)

ED 356 392 CE 063 494

The ALBSU Standards for Basic Skills Teachers.
PUB DATE- Mar 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Basic Skills; Competence; Competency Based Education; Evaluation Criteria; Foreign Countries; *Standards; *Teacher Characteristics; Teacher Education; *Teaching Skills
IDENTIFIERS- England; Wales

This set of standards describes and defines characteristics of basic skills work in Britain. An introduction describes the

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Planning; Employer Attitudes; Employment Patterns; Foreign Countries; Futures (of Society); Inplant Programs; *Job Training; *Labor Force Development; Labor Market; National Surveys; *Retailing
IDENTIFIERS- *European Community

A sectoral survey focused on ways in which vocational training plans are formulated and analysis of the cost effectiveness of continuing vocational training at the company level. It examined techniques applied to developing continuing vocational training and improving access. National surveys carried out for the retail trade sector revealed characteristics of a national nature. Analysis suggested that in spite of differences between nations and the diversity of geographical, economic, cultural, and institutional factors, the sector in all member states of the European Community would be affected by five trends: aging of the population, more diversified and sophisticated consumer demands, increasing competition, internationalization, and greater use of information technologies. In conjunction with the four characteristics common to all countries (rise in overall proportion of female workers, decrease in average age of workers, increased mobility, and frequency of seasonal work and fixed contracts), these factors would have important repercussions on employment and general organization in the sector. The need for raising qualifications and the priority given to quality of the labor force were being felt. Greater emphasis on training required new forms of organization. An increasing trend was to carry out training within the company. Generally, training was voluntary. Training expenditure was markedly less than the national average, was higher in large companies, and had increased over recent years. (YLB)

ED 356 412 CE 063 522

Seligman, David
The Comparative Nature of Quality: Distance Education in the Developing World.
PUB DATE- 13 Nov 92
NOTE- 14p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Correspondence Schools; Developing Nations; *Distance Education; Educational Administration; *Educational Quality; Educational Resources; Foreign Countries; Formative Evaluation; *Instructional Materials; Program Development; *Program Evaluation; Program Implementation; Quality Control; Summative Evaluation

Distance education has developed into a variety of correspondence courses, covering a wide range of subject matter. Distance education systems operate on all continents, at levels from primary to university and through the nonformal and vocational. The variation selected must meet a given need and be appropriate to available resources. Many problems that new distance learning institutions have to face have common elements, including budget, information and communication, and improvement of quality. Quality involves five different elements. First, materials must be learner friendly, academically respectable, able to be used by the average student, interesting in content and layout, and relevant.

exercises; self-check; and answer keys. (KC)

ED 356 431 CE 063 551

Leidig, Julie; And Others
The Competitive Edge: Sharpening Your Skills in the Workplace. Mathematics. Instructor's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 316p.; For related documents, see CE 063 548-552.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Course Content; *Education Work Relationship; Learning Activities; Learning Modules; Lesson Plans; *Mathematics Instruction; *Remedial Mathematics; Teaching Methods
IDENTIFIERS- *Workplace Literacy

This instructor's guide to mathematics instruction is one of the five books developed during a 21-month cooperative project to develop instructional materials that enhance skills in a workplace context. Partners in the project included the University of Texas at Austin, consultants, the Austin/Travis County Private Industry Council, Hart Graphics, IBM, and Texas Instruments. The guide contains two modules that cover the following topics for a suggested 20-week course in refresher mathematics: decimals, fractions, word problems, estimating and averages, ratios and proportions, percents, standard measurement, signed numbers, algebraic equations and inequalities, solving for unknowns, working with formulas, and graphing ordered pairs. The modules are divided into a total of 23 lessons that use a functional workplace context, discovered through observing how workers use skills, conducting job task analyses, and interviewing workers, supervisors, and training managers. Lessons in this instructor's guide contain some or all the following elements of a lesson plan: learning objective; introduction; vocabulary; practice problems; developing understanding; skill building problems, activities, and exercises; self-check; suggestions for further activities, discussion, or practice; suggested lesson supplements from those at the back of the module; pretests and posttests; answer keys; and notes to the instructor (preceding each lesson). (KC)

ED 356 432 CE 063 552

Leidig, Julie; And Others
The Competitive Edge: Sharpening Your Skills in the Workplace. Mathematics. Student Edition.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 271p.; For related documents, see CE 063 548-551.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Basic Skills; Course Content; *Education Work Relationship; Learning Activities; Learning Modules; Lesson Plans; *Mathematics Instruction; *Remedial Mathematics; Teaching Methods
IDENTIFIERS- *Workplace Literacy

This student edition of learning modules in refresher mathematics

Reading Research; Reading Strategies
IDENTIFIERS- *Emergent Literacy; Illinois; Scaffolding

A study examined the impact of a parent involvement program for parents of children involved in a first-grade reading intervention program in Bakersville, a middle-class suburb north of Chicago, Illinois. Parents attended three workshops designed to complement their children's one-on-one tutorial program. Analysis focused on case studies of three families and the issues addressed concerned: how well parents learned the strategies presented at the workshops, and did they use these in a responsive manner; how parents' beliefs about their children's progress and their own ability to support their children's reading changed over time; and how home literacy resources and literacy-related events changed over time. Data were coded and displayed in graphs and tables. Findings showed that while all parents learned the strategies presented at the workshops, some had more success with the techniques than others. Parents whose initial theories more closely matched those presented at the workshops were able to modify their theories more easily than those who held conflicting beliefs. Findings also demonstrated the importance of scaffolded instruction on two levels: between workshop leaders and parents as they learn new skills and between parents and their children as the parents support their children in new endeavors. The three case studies offered unique insights into seldom observed aspects of parent involvement programs. (Fifteen tables of data, 15 figures, and 15 appendixes--a parent involvement workshop handbook, parent surveys, web analyses and book-sharing transcriptions for case studies--are included. Contains 108 references.) (Author/SAM)

ED 356 451 CS 011 261

Snyder, Jon; And Others
Assessment of Children's Reading: A Comparison of Sources of Evidence.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Schools; Elementary School Students; Grade 3; Pilot Projects; Primary Education; Public Schools; Readability Formulas; *Reading Ability; *Reading Achievement; Reading Research; *Reading Tests; *Student Evaluation; Test Interpretation
IDENTIFIERS- Degrees of Reading Power Test; New York City Board of Education; Text Factors

A pilot study explored the nature of the relationship between test and classroom evidence and considered how these different sources of evidence were used in assessing and promoting student growth and development in reading. Test estimates of third-grade children in two public elementary programs in New York City were compared with estimates of the difficulty of the material the children were reading at the time of the testing. This was done by comparing one index of student reading abilities: Degrees of Reading Power (DRP) test scores, with a second index, i.e., the DRP readability values of books the students had actually read. Results of the comparative analysis indicated relatively close agreement between the test and classroom records for children who performed well on the test. For low-scoring students, however, there was a clear discrepancy between the two sources of evidence. According to classroom records, these students were reading and disjunctions between teaching practices in literature and in composition on the other. Recent developments in Postmodernist or Poststructuralist theory have challenged and puzzled almost two generations of teachers schooled under the old New Critical paradigm. The development of the model was begun when a community of experienced English and language arts teachers representing all grades from elementary school through college collaborated through a National Endowment for the Humanities-sponsored Literature Institute for Teachers to study a number of difficult literary texts. The institute demonstrated how powerfully the fundamental pedagogical principles that inform practice in writing programs apply to the teaching of literature. The participants were placed into reading groups as a means of resolving certain social and hermeneutical crises. Through techniques of believing and doubting, the competitive dynamics of argument were replaced by a dynamic of collaboration. Attempts were made to expand the repertoire of reading and teaching practices of the participants, especially those classified under the heading of re-reading practices. Many other reading strategies were fostered among the teachers, such as ways of problematizing a reading, ways of fostering collaboration, and methods of building fluency for students. In short, the Institute demonstrated how contemporary theory can transform literature teaching practices in many compelling and useful ways. (Contains 42 references.) (HB)

ED 356 473 CS 213 699

Johannessen, Larry R.
Fostering Response to Literature with the Literature of the Vietnam War.
PUB DATE- 26 Feb 93
NOTE- 47p.; Paper presented at the Conference on Writing for Secondary English Teachers (2nd, Glen Ellyn, IL, February 26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; College Students; English Instruction; Higher Education; Instructional Innovation; *Literature Appreciation; *Reader Response; Secondary Education; Student Attitudes; Teaching Methods; *Vietnam War
IDENTIFIERS- *Response to Literature; *Vietnam War Literature; Writing Contexts

This paper suggests that one way teachers can revitalize literature studies in classrooms and foster students' response to literature is by teaching the literature of the Vietnam War. The paper presents some typical student responses to some Vietnam War literature, which stand in striking contrast to student responses to other kinds of literature. The paper then focuses on some Vietnam War literature appropriate for classroom use and offers some ways teachers might want to go about teaching it. The paper explores why this literature can have such a powerful impact on students. A 37-item bibliography and a 30-item selected annotated bibliography of the literature of the Vietnam War are included. An appendix contains student responses to the books they have read as well as to the documentary film (called "Dear America: Letters Home from Vietnam") that they have been shown; and a set of handouts that provide teaching activities (including writing activities) are also attached. (RS)

DESCRIPTORS- Cultural Context; *Feminism; *Intellectual History;
*Rhetorical Criticism; Rhetorical Theory
IDENTIFIERS- *Classical Rhetoric; Freud (Sigmund); Historical
Background; Lyotard (Jean Francois); Postmodernism

In the process of delegitimating the master narratives that have sustained Western civilization in the past, Postmodernism provoked a "crisis in narrative" which Francois Lyotard describes as narrativity that presents a sense of loss but not of what is lost. Recent histories of rhetoric have promulgated the view that rhetorical maps never reflect a neutral reality, but despite attempts at objectivity, unavoidably reflect the writer's perspective. Fortunately, rhetorical scholars of every stripe are involved in various re-tellings and remappings of rhetorical history, all acknowledging the political nature of their work and the biases mined in their own rhetorical territory. In particular, the recent body of historiography in which feminist researchers recover and recuperate women's contributions to the broad history of culture-making constitutes a new, more scenic excursion into the history of rhetoric. By following the arguments set forth by Joan Wallach Scott, Thomas Laqueur, Anne Fausto-Sterling, and others, (that culture and gender are overlapping, symbiotic, mutually imprinting, ever-evolving categories) it is possible to more accurately chart and account for those gendered limits and powers that lie on the borders of rhetorical history. As the histories of rhetoric are retold a new frontier is crossed. But it is well to be wary, for narratives of gender analysis can harbor the same overly grandiose and totalizing concepts as those now-disputed "grand narratives" of old to which Lyotard refers. (Twenty-eight references and two illustrations are attached.) (SAM)

ED 356 496 CS 213 790

Inkster, Bob
The Organizational Voice.
PUB DATE- 1 Apr 93
NOTE- 5p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communications (44th, San
Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Course Content; Curriculum
Development; Higher Education; Organizational Communication;
*Technical Writing; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Saint Cloud State University MN; *Voice (Rhetoric);
*Writing Contexts

This overview of an English course, "Writing for Government, Business, and Industry" (listed as English 339 at St. Cloud State University in Minnesota), emphasizes the essential elements of audience and voice. Composition theorists' assertion that the absence of voice is symptomatic of a profound developmental deficit (suggesting an inability to navigate successfully the avenues of modern organizational culture) supports this paper's argument for using the classroom memo and committee minutes to facilitate students' development of an organizational writing voice and a sense of audience. A sample memo is attached. (SAM)

ED 356 497 CS 213 792

provides examples of the application of the due care paradigm to such organizational concerns as employee termination and management by objectives. One figure illustrates the due care model of school leadership. (LMI)

ED 356 518 EA 024 438

Schumacher, Donna H.
A Multiple Case Study of Curriculum Integration by Selected Middle School Interdisciplinary Teams of Teachers.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Research; Elementary School Teachers; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Secondary School Teachers; Teamwork
IDENTIFIERS- Middle School Students

Integration of curriculum has been a concern of educators since before the start of the 20th century, and today middle schools are embracing a variety of approaches to integrate the curriculum. The study reported in this paper began with a review of the relevant literature, which identifies a synthesized continuum with five levels of curriculum integration: Departmentalized; Parallel; Complementary; Webbed; and Integrated Themes. The report focuses on three research questions: (1) how does curriculum integration occur according to the selected middle school interdisciplinary teams of teachers? (2) what factors facilitate curriculum integration encountered by these teams? and (3) what barriers to curriculum integration are encountered by these teams? Initially 23 teams at 5 schools in a large school district in central Florida were interviewed. Five were selected, with each team closely representing one of the five levels of curriculum integration. This report focuses on two teams corresponding to the complementary and webbed levels of integration. The sources of data collection included document collection, interviews, and participant observation. An analytic induction approach was used for data analysis, and findings are reported in a qualitative descriptive manner, citing examples and comments from teams for each research question. Conclusions are offered for each team. Members of the complementary team occasionally worked on complementary activities, but they were as likely to be working in ways characteristic of other teams: departmentally, resequenced, and occasionally webbed. For the webbed team, the primary facilitator of curriculum integration was the common planning time and the combination of teachers. (Contains 28 references.) (RR)

ED 356 519 EA 024 576

Elmore, Richard F.; And Others
Restructuring Schools: The Next Generation of Educational Reform. The Jossey-Bass Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 329p.; Papers originally prepared for the Policy Forum on

Models; Organizational Climate; *Principals; Resistance to Change; *School Restructuring
IDENTIFIERS- *School Culture

Factors that can powerfully affect an educator's ability to manage school change are culture, leadership, and readiness. Movement from bureaucracy to community, from isolation to collaboration, involves cultural changes. Managing the change process within a cultural context is influenced by the structural, human resources, political, and symbolic frames of reference that a leader employs when analyzing the organization. Leadership in schools continues to revolve around the role of principal. Principals need to develop a clear, unified focus, create a common cultural perspective, and support a constant push for improvement. Creating readiness for change is a precondition to restructuring. Several models suggest stages that leaders should understand before they begin a transformative change process. Ten commitments to change that a school staff might embrace are identified, and a series of questions are provided that can be used to assess current practices and ascertain which restructuring goals a school is ready to undertake. One effective means of building readiness is to provide staff the opportunity to visit schools that are actively involved in restructuring and ask questions about meaning, organization, and effects of change. (Contains 23 references.) (MLF)

ED 356 538   EA 024 784

Keedy, John L.
An Intellectual Empowerment Perspective to School Restructuring for Student Cultural Diversity in the 21st Century. Revised.
PUB DATE- Oct 92
NOTE- 42p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Critical Theory; *Cultural Differences; Elementary Secondary Education; *Intellectual Experience; *Participative Decision Making; Peer Relationship; *School Based Management; *School Restructuring; Teacher Administrator Relationship; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- *Empowerment

The process of school-empowerment ultimately may be intellectual: an awareness and understanding by schools as unique collective learning communities that new school structures, roles, and relationships are necessary in the first place. First, preliminary results from field studies of schools undergoing restructuring are used to show that school players lack an understanding of the theoretic bases for changing the three essential relationships in schools: principal-teacher, teacher-teacher, and teacher-student. Second, the works of Dewey, Glasser, and Giroux are examined to exemplify theoretic underpinnings useful to practitioners as analytic, transformative tools for reconceptualizing school relationships. The product of intellectual empowerment used by learning communities is an agenda for action, or informal theory: making implicit human interests and ideologies explicit within the practitioner context. It is concluded that, until school personnel become empowered intellectually, they will continue to look for answers from "above," e.g., research a poll of Virginia residents on the study questions. (Contains 110 references.) (TEJ)

ED 356 556 EA 024 817

Ehrgott, Richard; And Others
A Study of the Marginal Teacher in California.
PUB DATE- Jan 93
NOTE- 24p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Francisco, CA, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Low Achievement; Public Schools; Secondary School Teachers; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Behavior; Teacher Burnout; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- *California; *Marginal Teachers

As the nation gears up for a massive educational restructuring, a major issue regarding thousands of teachers who function at substandard levels has yet to be addressed, and even the latest educational restructuring proposals show little concern for this problem. Indicators of marginality include failure to maintain discipline, difficulties in conveying subject matter, poor relations with students, or inability to achieve desired outcomes. However, the performance of marginal teachers can be improved with adequate diagnosis and appropriate rehabilitative strategies, since marginal teachers, unlike those who are incompetent, are capable of reasonable performance. Earlier research estimates that between 5 and 20 percent of teachers are marginal. Most previous studies separate the roots of marginality into either professional or personal deficiencies. For the present study, a questionnaire was distributed to 518 elementary and secondary schools in California to determine administrators' perceptions of the scale, causes, and difficulties of marginal teachers and to identify appropriate response strategies; of this total, 131 completed surveys were returned, for a response rate of 26 percent. According to the responses received, the major perceived causes of marginal teaching included the inability to control classrooms, lack of motivation, burnout, and personal crises. There was general agreement that marginal teachers are uniquely vexing administrative problems. Many administrators were unable to differentiate marginal from incompetent teachers and endorsed simple remedies such as dismissal or reassignment. A variety of personalized intervention strategies were suggested, of which peer coaching and continuous classroom observation were considered to be the two most effective for improving the performance of the use of marginal teachers. (Contains 24 references.) (TEJ)

ED 356 557 EA 024 820

Reitzug, Ulrich C.; Capper, Colleen A.
Deconstructing Site-Based Management: Possibilities for Emancipation and Alternative Means of Control.
PUB DATE- Feb 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Training Project (EITP), which provided multidisciplinary inservice training to child-care personnel in Ohio to facilitate the inclusion of young children (birth through age 5) with disabilities in typical community early childhood programs. The 3-year project has provided a 15-hour training program to 1,046 individuals from 35 Ohio counties. The training approach was developed to be suitable for mixed audiences, to promote the development of relationships among providers, and to utilize collaborative interagency features. The resulting training program consists of four modules entitled: (1) "What is Integration?" (2) "Who Are the Children?" (3) "Who Are the Adults?" and (4) "Problem Solving and Preparation for Integration." Participant evaluation was found to be uniformly high, and follow-up evaluation found significant changes in participant awareness of the issues and changes in practice. A total of 102 children were reported to be integrated as a direct result of the training program. This report includes sections on: the project's goals and objectives, the theoretical and conceptual framework of the project, description of the model and participants, methodological and logistical problems and solutions, evaluation approach, project impact, and sources of further information. (DB)

ED 356 576 EC 302 014

Americans with Disabilities Act: A Resource Guide to Title I in Florida.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Civil Rights; Civil Rights Legislation; Compliance (Legal); *Disabilities; *Employment; *Equal Opportunities (Jobs); *Federal Legislation; *Information Sources; Publications; Resources; Videotape Recordings
IDENTIFIERS- *Americans with Disabilities Act 1990; *Florida

This guide to the Americans with Disabilities Act (ADA) presents brief descriptions of all five of the law's titles, and then focuses on the employment provisions of the ADA in Title I. It outlines who must comply with the law, who is protected by it, and how employers comply with the law. The booklet then provides descriptions of government and nonprofit agencies that can supply information concerning employment for individuals with disabilities. The 19 agencies are predominantly Florida resources, though regional and national resources are also represented. For each agency, information provided includes the address, telephone number, contact person, mission statement, and a list of types of services. A bibliography of 28 published materials and 6 videos about the ADA is also included. (JDD)

ED 356 577 EC 302 015

Harris, Gail A., Ed.; Kirk, Winifred D., Ed.
The Foundations of Special Education. Selected Papers and Speeches of Samuel A. Kirk.
PUB DATE- 93
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.

ED 356 594 EC 302 034

Walker, Pam
Coming Home: From Deinstitutionalization to Supporting People in Their Own Homes in Region VI, New Hampshire.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Agencies; *Community Programs; Deinstitutionalization (of Disabled); *Developmental Disabilities; *Family Programs; Program Effectiveness; *Program Evaluation; *Residential Programs; Respite Care
IDENTIFIERS- *Case Management; *New Hampshire

This site visit report describes activities, strengths, and challenges of the Area Agency for Developmental Services in Region VI of New Hampshire, with an emphasis on bringing people with developmental disabilities out of the state institution to community-based services. The agency provides case management services, family support services, and residential services to approximately 400 people. Case management is intended to prevent "dumping" of people from the state institution into the community without services or support. Case management involves developing Individualized Service Plans, being on call, serving as advocates, and helping people obtain benefits for which they qualify. The family support service component involves coordinating the Family Support Advisory Council, serving as a family liaison resource, linking clients to recreational opportunities, encouraging parent networking, and providing respite services. Development of residential services involves deinstitutionalization, development of individualized supports, planning, and accessing community resources for appropriate housing. The agency's quality assurance program stresses frequent evaluations and community presence, individual rights, competence development, status improvement, and community participation. (DB)

ED 356 595 EC 302 035

O'Brien, Connie Lyle; O'Brien, John
A Checklist for Evaluating Personal Assistance Services (PAS) Policies and Programs. Version 2.3.
SPONS. AGENCY- Georgia Governor's Council on Developmental Disabilities, Atlanta.; Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Community Programs; Delivery Systems; *Disabilities; Independent Living; Individualized Programs; *Normalization (Handicapped); Personal Autonomy; *Program Evaluation; Quality of Life; Services
IDENTIFIERS- *Personal Assistance (of Disabled)

This checklist is intended to help communities evaluate their provision of Personal Assistance Services (PAS) for people with significant disabilities. Although PAS services are the key component of individualized supports for such persons, they clusters of variables have been identified for the database content (e.g., hearing loss, family background, speech, reading, instructional strategies). A hypercard format allows user-friendly procedures for input, updating, output, and information transfer. A network involving seven different programs with at least 12 classrooms and about 75 children has been initiated. Future project activities involve reviewing and modifying the database and operating procedures, operationalizing the network, and incorporating teacher training programs. The network is also seen to serve as a data collection system for research. The system's typical operation is described with sample screens. (DB)

ED 356 614 EC 302 054

Harris, Deborah; And Others
Tourette's Syndrome and Learning Disorders.
PUB DATE- 26 Feb 93
NOTE- 21p.; Paper presented at the Learning Disabilities of America Conference (San Francisco, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Processes; Computation; Elementary School Students; Elementary Secondary Education; Etiology; *Incidence; *Learning Disabilities; *Neurological Impairments; Perceptual Motor Learning; *Reading Difficulties; Secondary School Students; Spelling; Visual Perception; *Writing Difficulties
IDENTIFIERS- *Tourette Syndrome

Twenty-one children (approximate ages 6 to 16), drawn from the larger pool of 100, with Tourette's Syndrome were evaluated to: (1) determine the prevalence of learning disorder in this population; (2) identify particular areas of academic difficulty; and (3) consider the spectrum of central nervous system processing deficits in these children. Not one subject achieved at or above expectancy in all seven of the academic tests given, and only four had a discrepancy in only one area. The greatest number of failures were in spelling (71 percent) and writing (62 percent). Approximately half had difficulty with calculation, about 28 percent had difficulty in word identification, and 24 percent in reading comprehension. Problems in written expression were correlated with visual-motor difficulty. (Contains 20 references.) (DB)

ED 356 615 EC 302 055

Keith, Patricia B.; And Others
Using Stakeholders in Special Education Research: How Does It Influence the Research Process?
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Class Size; Cost Effectiveness; *Disabilities; *Educational Research; Elementary School Students; Elementary Secondary Education; Grouping (Instructional Purposes); Outcomes of Education; Parent Role;

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 107p.; For related documents, see FL 021 117-124.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; Demography; *Economic Development; Ethnic Groups; Foreign Countries; *Geography; Intermediate Grades; International Relations; Junior High Schools; Limited English Speaking; Middle Schools; *Migration Patterns; Minority Groups; Problem Sets; Spanish; *Spanish Speaking; *State History; United States History; Urban Schools; Worksheets
IDENTIFIERS- *California; California Gold Rush; Mexico; Spain

The workbook is designed to accompany a textbook, "The Story of California," a Spanish-English bilingual history and geography of the state intended for classroom use by limited-English-proficient, native Spanish-speaking students in California's urban middle schools. The teacher's edition, presented here, consists of reproductions of 51 separate worksheets with answers provided. The worksheets are geared to the 10 chapters of the textbook, whose topics are: California's location on the earth and the characteristics of its people; the state's geography; the first people in California; the advent of the European explorers and settlers; Spanish movement from Mexico into California, and colonization; the end of Spanish government in California and the beginning of Mexican government of the area, including the history of the missions and the Indians; statehood; the California Gold Rush; the impact of the industrial revolution; and use of the land from the 1850s to the present. Each worksheet contains some questions in English and some in Spanish. (MSE)

ED 356 634 FL 021 123

The Story of California. Teacher's Guide = Guia del Maestro de La Historia de California.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 246p.; For related documents, see FL 021 117-124.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; Demography; *Economic Development; Ethnic Groups; Foreign Countries; Geography; International Relations; *Migration Patterns; Spanish; *Spanish Speaking; *State History; Teaching Guides; United States History
IDENTIFIERS- *California; California Gold Rush; Mexico; Spain

The teacher's guide is designed to accompany "The Story of California," a Spanish-English bilingual history and geography of the state intended for classroom use by limited-English-proficient, native Spanish-speaking students in California's urban middle schools. The guide describes classroom activities coordinated with the student's workbook and the 10 chapters of the textbook, whose topics are: California's location and the sheets, and a final project assessment form. (MSE)

ED 356 653 FL 021 154

Walling, Donovan R.
English as a Second Language: 25 Questions and Answers. Fastback 347.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Academic Standards; Bilingual Education; Bilingual Teacher Aides; Court Litigation; Educational Objectives; Educational Technology; Elementary Secondary Education; *English (Second Language); English for Academic Purposes; Financial Support; Identification; Inservice Teacher Education; Instructional Materials; Interpreters; Language of Instruction; *Language Proficiency; *Language Role; Language Teachers; Language Tests; Mainstreaming; Parent Participation; Program Design; Recordkeeping; Second Language Instruction; Special Education; *Student Placement; *Teacher Role
IDENTIFIERS- *Lau v Nichols

Frequently-asked questions about English-as-a-Second-Language (ESL) instruction are posed and answered. Questions address the following: the goals of ESL instruction; how ESL differs from bilingual education; how students needing ESL are identified; where interpreters are found; the "Lau Decision"; how to find out how much English the student understands; the distinction between conversational and academic proficiency in English; ESL and age-appropriate placement; the ESL teacher's role; early childhood ESL programs; how much ESL is enough; how soon ESL students should be mainstreamed; dealing with special education needs; what regular classroom teachers should do to help ESL students; sheltered English; the role of bilingual aides; ESL students' use of their native language in school; grade retention and promotion and academic standards; parent involvement; instructional materials; use of instructional technology; ESL program funding; program recordkeeping; ongoing professional training for ESL teachers; and ESL inservice education for regular teachers. Lists of print materials, publishers and distributors of ESL materials, and organizations useful as resources are appended. (MSE)

ED 356 654 FL 021 155

Miller, Helen, Comp.; Miller, Jeanne, Comp.
Mamanwa Texts. Studies in Philippine Linguistics. Supplementary Series: Philippine Texts, No. 5.
PUB DATE- 91
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Birth; *Folk Culture; Foreign Countries; Grammar; *Malayo Polynesian Languages; Marriage; Morphology (Languages); Reading Materials; *Short Stories; Translation; *Uncommonly Taught Languages; War
IDENTIFIERS- Magic; *Mamanua; Philippines

A group of 28 texts in Mamanwa, an Austronesian language of the Visayan family of the Southern Philippines, is presented. They were told by native speakers and transcribed in Mamanwa and

*Language Variation; Screening Tests; *Special Education; Speech Pathology; Standard Spoken Usage
IDENTIFIERS- African Americans

A review of ethnographic research investigated issues associated with regional or dialectal language use, particularly the use of African American Vernacular English (AAVE) in the special education classroom, and noted the implications for research and classroom practice. Research with speech/language pathologists is under way to develop a regionally normed profile of AAVE for more accurate assessment. Study of classroom interaction, which determined that students use standard and non-standard English alternates in patterned ways, suggests that a more important issue is the infrequent opportunities for extended academic talk, the linguistic register of success at school and beyond. Teachers are currently being trained in interactive instructional strategies to enhance academic talk, and curriculum materials designed to recontextualize language and dialect varieties as cultural resources rather than social problems are being developed. Because disproportionate numbers of AAVE speakers are enrolled in special education programs, further research on language issues for vernacular dialect speakers and development of a multifaceted approach to language differences that considers broad sociocultural and specific sociolinguistic factors are strongly recommended. (Contains 32 references). (MSE)

ED 356 674 FL 800 508

Pecoraro, Diane; Phommasouvanh, Bounlieng
Limited English Proficient (LEP) Parent Involvement Project. Overview and User's Guide. Cambodian.
PUB DATE- 91
NOTE- 44p.; For English version, see ED 344 499; for the Hmong, Lao, Vietnamese, and Spanish versions, see FL 800 509-512.
LANGUAGE- Cambodian
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; *Cambodians; Class Activities; Elementary Secondary Education; English (Second Language); *Immigrants; Instructional Materials; Lesson Plans; *Limited English Speaking; Parent Participation; *Parents as Teachers; *Parent School Relationship; Refugees; Values
IDENTIFIERS- *Minnesota

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four employer is also a customer of the educational services, and that distance learning institutions need to keep close to their customers through various techniques including mentoring and making greater use of technologies. (Contains 15 references.) (JB)

ED 356 693 HE 026 348

Ford, Jerry
Academic Advising Handbook, 1992-93: Houston Baptist University.
PUB DATE- Aug 92
NOTE- 139p.; For the 1991-92 handbook, see ED 349 851.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; *Church Related Colleges; Educational Counseling; *Faculty Advisers; Foreign Student Advisers; Guidelines; Higher Education; *School Policy; Student College Relationship
IDENTIFIERS- *Advisor Role; *Houston Baptist University TX

This publication offers assistance to those serving as academic advisors at Houston Baptist University (HBU), a Christian liberal arts university located in Houston, Texas. The handbook is divided into three sections. The first section contains research data concerning academic advising. Included are definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising. Section 2 lists the characteristics and behaviors of a good advisor and provides various tips and strategies, including how to deal with problems such as student misbehavior, students with personal problems, and students on probation, as well as hints on time planning, listening, and career development. This section also contains a reprint of a career guide that provides information on a range of jobs, with salaries at entry, middle and senior levels. Section 3, headed "Houston Baptist University Advisor Responsibilities--1992-93," offers other information contributing to a picture of the advisor's task and importance in the total educational goals of the university. This section contains information pertaining to specific departments and to specific HBU regulations covering duties of advisors. It includes information concerning graduation requirements, English placement guidelines, foreign languages, advising freshmen in science and mathematics, advising students wanting to become teachers, and advising music students (a description of HBU's music groups is also given). Other topics include advising international students and student-athletes, financial aid processes, advanced general electives, convocation policies, study skills, and challenges confronting missionaries. The preamble to the HBU by-laws and a list of self-evaluation questions for advisors to measure their skills by conclude this section. Appendixes contain advising tables and registration and graduation questions that advisors should be able to answer. Included is a 58-item bibliography. (GLR)

ED 356 694 HE 026 349

Chandler, Trevor L.; LaPidus, Jules
Enhancing the Minority Presence in Graduate Education II: Assessing Progress. The CGS Idea Exchange. Winter Meetings 1990-91.

Institutional Mission; *Long Range Planning; Program Improvement; *Self Evaluation (Groups); Standards
IDENTIFIERS- *North Central Association of Colleges and Schools

This publication contains 46 papers on self-study and improvement in institutions of higher education, particularly those institutions associated with the North Central Association of Colleges. The papers are grouped under six topic headings. The two papers in Chapter I, "Seeking Initial Affiliation with the Commission," describe experiences of representatives of institutions moving from candidacy to accreditation. Chapter II offers a significant number of papers on the role and responsibilities of the self-study coordinator from a wide variety of institutions. Chapter III, "Preparing for a Focused Evaluation," includes one institution's approach to an evaluation mandated by the Commission and another's preparation for an evaluation. Chapter IV, "Learning from the Present," includes a diverse array of papers addressing important current concerns, including applying principles of Total Quality Management to the development of institutional statements of vision, mission, and purposes; program planning and review; attrition and retention; general education; academic accountability for student athletes; a social justice model for higher education; developing leadership potential for women leaders; a cultural diversity plan; establishing an all-college senate; and building constructive relationships through bargaining. The papers in Chapter V, "Envisioning the Future," offer insights into programs involving computer conference courses and online education, distance learning by computer, community education through access cable television, and contractually offered courses. Chapter VI, "Using Assessment as the Bridge," includes papers describing innovative assessment strategies from a variety of institutions. (JB)

ED 356 713 HE 026 369

Reaching for College. Volume 1: Directory of College-School Partnerships.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 175p.; Prepared by the Human Services Group. For volume 2, see HE 026 370.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Bound Students; *College Preparation; Colleges; *College School Cooperation; Demonstration Programs; Elementary Secondary Education; Higher Education; High Risk Students; High Schools; *Program Descriptions; Program Guides
IDENTIFIERS- Partnerships in Education

This directory provides an overview of the range of services offered by 48 college and school collaborations designed to strengthen the academic preparation of secondary school students for college. The programs selected for inclusion in the directory were those that directly serve students and have at least some of the 12 key characteristics identified for purposes of this descriptive profile. The resulting programs, located in 20 states and the District of Columbia, reflect a wide range of student populations and services. The program summaries are preceded by a summary matrix of the programs in alphabetical order by states. The summaries contain program highlights in a shaded box, and detailed descriptions of the programs, forms of evaluation, and any recognition the program may have received. The names, locations and telephone numbers

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; College Administration; Colleges; Economic Change; Economic Impact; *Finance Reform; *Financial Exigency; *Financial Problems; Fiscal Capacity; Higher Education; *Money Management; Postsecondary Education; *Retrenchment; Universities
IDENTIFIERS- Risk Management

This report addresses the issue of maintaining adequate controls within a streamlined or restructured financial affairs environment at an institution of higher education. It presents a new paradigm for control structures designed to more effectively meet administrators' needs--both in terms of cost and risk management. The first section: (1) describes the principles of streamlining, (2) examines the definition of control and its interpretation in practice and suggests a new interpretation, and (3) outlines several examples of institutions currently redefining their operations under these principles. The second section explains commonly used, traditional financial control systems and their frequent contributions in creating bureaucratic conditions of dubious efficiency or effectiveness. The third section examines a theoretical framework for control systems that emphasizes controlling exposure to risk with a minimum of interference in the business process. The fourth section explores the application of this framework to a number of university processes and considers the implications of the suggested control structures on effectiveness, cost, and process management. The fifth section defines critical success factors and offers guidelines for implementing streamlined, risk-sensitive control structures. (GLR)

ED 356 733 HE 026 389

Bluestone, Barry
UMASS/Boston: An Economic Impact Analysis.
PUB DATE- Jan 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- College Graduates; *Cost Effectiveness; *Economic Impact; Economic Progress; Federal Aid; Fees; Higher Education; Income; Productivity; *School Community Relationship; State Aid; State Universities; Taxes; Tuition
IDENTIFIERS- *Massachusetts; *University of Massachusetts Boston

This report assesses the economic impact of the University of Massachusetts at Boston (UMass/Boston) on the Commonwealth of Massachusetts with attention to three major economic contributions: (1) the additional income that UMass/Boston students generate within the state as a result of their university education; (2) the added state income and sales tax revenue generated for the state government as a result of the additional income earned by these students; and (3) the export base income and tax revenue generated from non-resident tuition, fees, and living expenses, gifts and unrestricted funds from non-Massachusetts sources, student federal grants-in-aid, non-Massachusetts sponsored grants and contracts, and federal endowment income. Despite reliance on conservative assumptions throughout the model, it may be concluded that in economic terms UMass/Boston has been a lucrative investment for the Commonwealth even if one merely considers the beneficiary

Differences; *Student Personnel Workers; Surveys; *Tables (Data)
IDENTIFIERS- *Chief Student Affairs Officers

This publication presents the data from a survey of salaries of Chief Student Affairs Officers at colleges and universities nation-wide in 17 tables and 11 figures. Of the 1,090 questionnaires mailed, 544 (49.9 percent) were returned. The data are presented in this report in descriptive form with minimal interpretive narrative. Tables and figures offering salary information show mean salaries, and how salaries differ by educational level, by region, and by institutional enrollment. Further tables show salary differences by institutional source of support (public or private), by ethnic background of the officer, by gender, and by years in position. (JB)

ED 356 752 HE 026 410

Collins, Michael J., Ed.; Ambrosio, Francis J., Ed.
Text & Teaching: The Search for Human Excellence.
PUB DATE- 91
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classical Literature; Ethics; Exceptional Persons; Higher Education; *Individual Development; Moral Values; Outcomes of Education
IDENTIFIERS- Antigone; Bennett (William J); Book of Job; Brennan (William J); Emerson (Ralph Waldo); King (Martin Luther Jr); King Lear; Loyola (San Ignacio de); Machiavelli (Niccolo); Plato of Athens; Republic; Shakespeare (William); Sophocles; Thoreau (Henry David); Walden; Yeats (William Butler)

This volume contains 13 essays by distinguished scholars and public figures on texts that influenced them to act wisely and justly in their personal and professional lives. These essays were originally given at two Symposia on Text and Teaching at Georgetown University. The participants and their subjects are as follows: (1) Edmund D. Pellegrino on "The Book of Job"; (2) William J. Bennett on Plato's "Republic"; (3) Nancy Landon Kassebaum on Sophocles' "Antigone"; (4) James Bond Stockdale on Epictetus' "Enchiridion"; (5) William J. Richardson on "Teaching Epictetus"; (6) Renee Poussaint on Machiavelli's "The Prince"; (7) Howard J. Gray on "The Spiritual Exercises of Saint Ignatius Loyola"; (8) Michael J. Collins on Shakespeare's "King Lear"; (9) William Winter on the essays of Ralph Waldo Emerson; (10) Athol Fugard on Henry David Thoreau's "Walden"; (11) Kevin M. Cahill on the poems of William Butler Yeats; (12) William H. Gray on Martin Luther King's "Why We Can't Wait"; and (13) William J. Brennan on the Constitution of the United States. Two of the essays are followed by transcription of the question and answer sessions that followed their presentation. (JB)

ED 356 753 HE 026 445

Townsend, Barbara K.; And Others
Creating Distinctiveness: Lessons from Uncommon Colleges and Universities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 4p.; For full length report, see HE 026 357.
LANGUAGE- English

administrators from approximately 1,400 schools, with more than 5,500 respondents, including over 3,000 teachers. In the United States, the development of instruction-related computer activities has proceeded in a very decentralized pattern, although administrators and districts have come to take on more importance. Most teachers still use computers with relatively few constraints on their independent decision making. Nevertheless, the outcomes valued by leaders in computer-based education including teachers are related to active district-level involvement and the leadership of a school-level computer coordinator. It appears that reliance on district and school-based computer experts can coexist with the trend toward decentralized site management and increased teacher authority. Increasing top-down decision making can produce better results in instructional computer use. Three figures and nine tables present study data. (SLD)

ED 356 770 IR 054 415

Siegner, Cathy, Comp.
"Dragon Tales." 1992 Montana Summer Reading Program. Librarian's Manual.
PUB DATE- 92
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annotated Bibliographies; Braille; *Childrens Libraries; *Childrens Literature; Disabilities; Elementary Education; Games; Group Activities; Handicrafts; *Library Services; Program Descriptions; Public Libraries; *Reading Programs; State Programs; Story Telling; *Summer Programs; Talking Books
IDENTIFIERS- *Montana

This guide contains a sample press release, artwork, bibliographies, and program ideas for use in 1992 public library summer reading programs in Montana. Art work incorporating the dragon theme includes bookmarks, certificates, reading logs, and games. The bibliography lists books in the following categories: picture books and easy fiction (49 titles); non-fiction, upper grades (18 titles); fiction, upper grades (45 titles); and short stories for easy telling (13 titles). A second bibliography prepared by the Montana State Library for the Blind and Physically Handicapped provides annotations for 133 braille and recorded books. Suggestions for developing programs around the dragon and related themes, such as the medieval age, knights, and other mythic creatures, are provided. A description of craft projects, puzzles, and other activities concludes the work. An evaluation form is included. (KRN)

ED 356 771 IR 054 416

Burnheim, Robert
Curriculum Influences on Reader Education in the TAFE Environment.
PUB DATE- Jul 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Education; Apprenticeships; *Disadvantaged; Displaced Homemakers; Educational Finance; *Federal Legislation; Integrated Curriculum; *Job Training; Older Adults; Postsecondary Education; Rural Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Displaced Homemakers Self Suff Assist Act 1990; Food Stamp Act 1977; *Job Training Partnership Act 1982; National Apprenticeship Act 1937; Rural Development Act 1972; Social Security Act; Wagner Peyser Act

This book contains the text of the following 11 vocational education, job training, and related federal laws as amended through December 31, 1992: (1) Carl D. Perkins Vocational Education Act (including part E of title III, Tech-Prep Education Act; part G of title III, Community Education Employment Center Act; and part H of title III, Tribally Controlled Vocational Institutions Support Act of 1990); (2) Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 1993; (3) Displaced Homemakers Self-Sufficiency Assistance Act 1990; (4) Food Stamp Act 1977; (5) Internal Revenue Code of 1986 (Targeted Jobs Tax Credit, Work Incentive Program); (6) Job Training Partnership Act (first compilation); (7) Job Training Partnership Act (second compilation); (8) National Apprenticeship Act 1937; (9) Rural Development Act 1972, sec. 502(f); (10) Social Security Act, Titles IV and IX; and (11) Wagner-Peyser Act. (KC)

ED 356 321 CE 063 357

Job Opportunities and Basic Skills Training Program. Hearing before the Subcommittee on Human Resources of the Committee on Ways and Means. House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois, May 29, 1992).
PUB DATE- 93
NOTE- 167p.; Serial 102-132.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Blacks; *Disadvantaged; Early Parenthood; Educational Needs; *Federal Legislation; *Federal Programs; Federal Regulation; *Federal State Relationship; *Job Training; Literacy Education; Males; Postsecondary Education; *Program Improvement; Secondary Education
IDENTIFIERS- *Job Opportunities and Basic Skills Program

This document contains a record of the oral and written testimony of witnesses at a Chicago (Illinois) Congressional hearing on the Job Opportunities and Basic Skills (JOBS) Training Program. Witnesses at the hearing included officials from various Illinois programs funded by the JOBS program, government officials, and unemployed persons. They testified that the high state match of funds and services works against the successful implementation of the JOBS program and the requirements of the Family Support Act of 1988 are burdensome. Witnesses noted that in times of recession, the states simply do not have enough money to set up the matches for federal funds. Witnesses also stated that the JOBS program's requirement that participants engage in 20 hours per week of education is unrealistic because most literacy programs or postsecondary programs require less than 20 hours of classroom work but presume home study time. The 20-hour rule works against participants improving their

Evaluation; Teacher Education Curriculum; Vocational Education; Vocational Education Teachers

This module on evaluating and recording student progress is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to give a basic understanding of the principles and practices associated with assigning grades and translating these "marks" into meaningful outcomes. Introductory materials include the following: a listing of competencies/tasks to be covered, objective, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module covers these topics: role of grades; traditional grading system; satisfactory-unsatisfactory or pass-fail grading systems; pitfalls of grading; advantages of a competency-based system of evaluation; assigning grades in a competency-based program; and converting student performance into grades. A summary and review concludes the module. Seven transparencies are appended. (YLB)

ED 356 340 CE 063 406

Petch, Beverly
Instructional Strategies. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 12p.; For related modules, see CE 063 398-407.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; Course Content; *Flow Charts; Higher Education; Individualized Instruction; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; Special Needs Students; Teacher Education Curriculum; Teaching Methods; Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Concept Mapping

This module on instructional strategies is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to present two instructional strategies--mapping and flowcharting--that the teacher can apply to accommodate the special needs of students. Introductory materials include the following: a listing of competencies/tasks to be covered, objective, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module consists of two sections. The first section on mapping provides steps to teach this strategy and the three components into which the use of a modified mapping strategy structures text materials: a main topic, a small group of categories, and attributes or facts relating to each category. The second section on flowcharting discusses the three symbols used in flowcharting and how to organize information into a step-by-step progression that breaks down a skill into small sequential components. Components of each section include instructional material, an activity sheet, and evaluation. (YLB)

ED 356 341 CE 063 407

Rhoades, Joseph W.

PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Job Training; Postsecondary Education; Program Descriptions; *Program Development; Program Implementation; Rehabilitation Programs; Remedial Programs; Resources; Sheltered Workshops; *Special Education; State Programs; Statewide Planning; Supported Employment; *Transitional Programs; *Vocational Education; Vocational Training Centers

Designed for parents and professionals facing development of transition programs in their own communities, this guide offers in Section 1 an overview of noncollegiate educational options after high school for students with disabilities who need additional time and training to prepare for adulthood. It covers employment, postsecondary education and training, independent living, and educational opportunities. Section 2 provides examples of state initiatives to prepare students with disabilities for further education and/or employment. Section 3 provides a transition chart that illustrates how transition planning can occur on the state, local, or individual level. Section 4 lists contact information for transition directors in 12 states that have received state systems change grants. Section 5 lists transition programs identified as innovative, reaching an unserved audience, and providing a needed service. Contact information and brief descriptions are provided for these programs: school to work, school to vocational-technical programs, high school to college programs, social skills programs, and self-determination projects. Section 6 provides contact information for Parent Training and Information Centers. Section 7 is an annotated listing of resources, including guides, instructional materials, and curricula, and resource organizations. Sections 8 and 9 contain a checklist for taking action and current national data about students with disabilities in transition between high school and beyond. (YLB)

ED 356 358 CE 063 435

Richardson, John G.
Clientele Preferences for Receiving Information from Extension: A North Carolina Study.
PUB DATE- 2 Feb 93
NOTE- 38p.; Paper presented at a Meeting of the Southern Association of Agricultural Scientists (Tulsa, OK, February 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Client Characteristics (Human Services); *Delivery Systems; *Extension Education; State Surveys; *Student Attitudes; Student Motivation; Student Reaction; *Teaching Methods
IDENTIFIERS- *North Carolina

To obtain a current assessment of clientele preferences of extension program delivery methods in North Carolina, a study was conducted during summer 1992. Eleven Cooperative Extension agents from 11 counties chose a specific subject relevant to needs of their local audiences for the focus of an educational is not so much about getting diverse people into the labor force but about retraining and developing good workers at all organizational levels. Two different approaches to organizational programs for dealing effectively with diversity are valuing differences, which suggests efforts to develop attitude changes through awareness and sensitivity training, and managing diversity, which focuses on behavioral changes. A number of authors approach work force diversity as an organizational change issue and present either a training model or an organizational development model for effecting the change. Research on organizational culture suggests that a program for managing or valuing diversity might not effect real change in an organizational culture without addressing the need for long-term efforts that would increase awareness of deep-seated values and assumptions that underlie the organization's norms and individual behaviors. The system for valuing and/or managing diversity is a subsystem of the human resource system within the larger interactive organizational system. (Contains 38 references.) (YLB)

ED 356 376   CE 063 461

Quon, Denise Kimhing; Smith, David Lawson
A Survey of Occupational Education Teachers in Nevada.
PUB DATE- Jan 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Needs; Females; Inservice Teacher Education; Males; Nontraditional Occupations; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Teacher Background; Teacher Certification; *Teacher Characteristics; Teacher Qualifications; *Vocational Education Teachers
IDENTIFIERS- *Nevada

A study sought to describe the professional activities and background characteristics of occupational education teachers in Nevada and their concerns about issues facing occupational education. Data were obtained through a written questionnaire sent to all 519 occupational education teachers in the state (386 were completed for a 74 percent return) and from information stored within a state certification database. Some of the results were the following: (1) 91.5% of occupational education teachers are Caucasian; (2) over 90% of home economics teachers are women whereas over 98% of trade and industrial arts teachers are men; (3) the average salary of occupational education teachers is $30,170, somewhat lower than the average secondary teacher's salary in the state; (4) teachers have taught in secondary schools for an average of 13.3 years; (5) teachers reported average class sizes of 22 students; (6) about 40 percent of the teachers do not have appropriate occupational endorsements to teach the classes they are teaching; (6) more than one-third of the teachers sponsor an occupational educational student organization; (7) almost 81 percent of the teachers have work experience in an occupational education area; and (8) teachers reported lack of availability of suitable occupational education preparation courses as an impediment to their professional development. The results suggested the need for further study of the sufficiency of training opportunities in occupational areas, the adequacy of funding of Nevada's occupational programs, and the adequacy of structure of the standards. A chart displays the standards, phases, units, and elements. A glossary is provided. Following a format used in National Vocational Qualifications, the standards are based on an analysis of the functions of basic skills teaching. The key purpose of basic skills teaching is identified: to help individuals achieve their potential by developing and using the basic skills of literacy, numeracy, and language. Standards are broken down into phases, subdivided into units, elements, and performance criteria. Phases are the major components of the tutor's role. The first four phases reflect the cycle of learning: identify needs, design learning programs, provide learning opportunities, and evaluate learning. The fifth phase recognizes the importance of coordinating and organizing as essential support processes. An overview is provided for each phase. Units state what has to be done to achieve each phase. Elements, the building blocks of the units, state what has to be done to achieve each unit. Performance criteria define the minimum acceptable level of performance required. Standards also include range, context, and explanation of key terms used in the elements and performance criteria. Knowledge and understanding requirements are included at the end of each unit or group of units as applicable. (YLB)

ED 356 393   CE 063 495

The Assignment Pack. Materials for Flexible and Open Learning.
PUB DATE- Mar 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; *Daily Living Skills; Distance Education; Foreign Countries; Health Education; Housing; Instructional Materials; Job Search Methods; Learning Activities; *Literacy Education; Mass Media Use; Money Management; Open Education; Travel
IDENTIFIERS- England; Wales

This assignment pack is designed for students and tutors working in open, flexible, or distance learning in Britain. Each of the six sections contains the following: (1) a detailed contents page that identifies the assignment under an activity heading, an individual title, and indication of the relationship to the City and Guilds of London accreditation system; (2) a variety of assignments; and (3) answers to the assignments for student self-checking. Skills the user needs before beginning are listed for each assignment. Each assignment is freestanding, though part of a thematic area. A signpost system guides the user through the pack; a key to the symbols is provided. The six sections, and representative assignment topics, are as follows: travel (making a hotel reservation, planning a route by rail, reading a pie chart); personal finances (planning a weekly/monthly budget, request for a car insurance quotation, filling in a motor accident report form); job seeking (finding/working out the cost of a classified advertisement, writing letters to employers, job application form, using yellow pages); media (reading a newspaper, accommodation, looking for a job, using a video recorder, using a remote control); housing (reading a mortgage application form, organizing a move, reading an insurance policy, using a map to find local facilities); and health (health at work, salt, Second, learning materials and any peripheral media or equipment must be available. Third, tutors and students need to become familiar with distance learning methodology and practice. Fourth, the whole system must be managed effectively. Fifth, monitoring, evaluation, and feedback must be viewed as important. Formative evaluation allows the system and its materials to be improved continuously. Summative evaluation monitors educational effectiveness, relevance of programs, and economic viability. Feedback--information--is required at the correct time to enable remedial action to be taken. (YLB)

ED 356 413 CE 063 524

Danzig, Arnold
School to Work Transition: Employer Attitudes towards Employees, Jobs, and the Workplace in Rural Arizona.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Education Work Relationship; *Employer Attitudes; *Employment Practices; *Entry Workers; High School Graduates; High Schools; Job Skills; *Job Training; Personnel Policy; Rural Areas; Small Businesses; Vocational Education
IDENTIFIERS- Arizona

By telephone, 33 employers in a rural Arizona county were surveyed concerning their experiences with new employees in the workplace. It drew from two strands to understand employers' workplace expectations. The first drew from sociology and looked at the workplace in terms of how young workers experience the labor market. The second strand looked more at the labor market and organizational issues in moving from school to work. Employers were asked about the following: work availability; skills and competencies expected from employees; attitudes toward work expected from employees; pay, benefits, and potential for upward mobility; job task technology; patterns of authority; reward system; and social interaction. Employers identified several character traits as desirable--general value orientations, public relations ability, and specific work skills--but placed greater emphasis on the first two. Most employers said they really had no minimum requirements. They liked to train new employees according to their own preferences. Gender of the worker and location of the job in the labor market appeared as important mediators of workplace authority structure and worker autonomy. Entry-level workers earned minimum wages. Some employers took the view that the work itself should be the employee's incentive to enter and stay on the job. Employers did not uniformly recognize entry-level employee needs for socialization, on or off the job. (Appendixes include 29 references and an interview schedule.) (YLB)

ED 356 414 CE 063 525

Meeting the Challenges: Coordinating To Promote Self-Sufficiency. Volume 1. Handbook.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Employment and Training Administration (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 139p.; For the JOBS program federal funding resources,

is one of the five books developed during a 21-month cooperative project to develop instructional materials that enhance skills in a workplace context. Partners in the project included the University of Texas at Austin, consultants, the Austin/Travis County Private Industry Council, Hart Graphics, IBM, and Texas Instruments. The guide contains two modules that cover the following topics for a suggested 20-week course in refresher mathematics: decimals, fractions, word problems, estimating and averages, ratios and proportions, percents, standard measurement, signed numbers, algebraic equations and inequalities, solving for unknowns, working with formulas, and graphing ordered pairs. The modules are divided into a total of 23 lessons that use a functional workplace context, discovered through observing how workers use skills, conducting job task analyses, and interviewing workers, supervisors, and training managers. Lessons in this student edition contain some or all the following elements of a lesson plan: learning objective; introduction; vocabulary; practice problems; developing understanding; skill building problems, activities, and exercises; self-check; reviews; and answer keys. (KC)

ED 356 433 CG 024 828

Murphy, Christopher M.; O'Farrell, Timothy J.
Factors Associated with Marital Aggression in Male Alcoholics.
PUB DATE- Nov 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (26th, Boston, MA, November 19-22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Alcoholism; Antisocial Behavior; At Risk Persons; Attitudes; *Battered Women; Behavior Patterns; Conflict; Drinking; *Marital Satisfaction; *Spouses

The stereotype of the "drunken bum" wife abuser has a long history in American culture. U.S. population surveys document a positive correlation between alcohol consumption levels and marital violence. In this study risk factors for marital violence among treatment seeking male alcoholics were examined. Subjects were couples (N=107) who had a newly abstinent husband entering treatment in the Counseling for Alcoholics' Marriages Project. Subjects were divided into aggressive and nonaggressive categories based on responses to the Conflict Tactics Scale. Drinking patterns, drinking location, antisocial and other aggressive behavior, severity of alcohol problems, family drinking history, motivations for drinking and beliefs about alcohol, marital disharmony and conflict, and demographic variables were assessed. Results indicated maritally aggressive alcoholics (N=71) were different from nonaggressive alcoholics (N=36) in their drinking patterns (more likely to have an arrest history and higher verbal aggression levels), alcohol problem severity (earlier problem onset and greater problem severity), family history (more alcohol problems among male biological relatives and less maternal use), beliefs about alcohol (less confidence in their ability to manage interpersonal conflict without drinking and stronger beliefs that alcohol causes marital problems), and demographics (younger age and shorter length of marriage). Surprisingly, extent of marital dissatisfaction did not distinguish the two groups. (Author/ABL)

ED 356 434 CG 024 829

comprehending books beyond, sometimes several years beyond, the test's estimate of the reading abilities. Low-scoring students were actually reading materials that test evidence predicted would be beyond their capabilities. Several questions for future research raised by these findings are briefly discussed. (Two tables of data are included.) (RS)

ED 356 452 CS 011 262

Patterson, Leslie, Ed.; And Others
Teachers Are Researchers: Reflection and Action.
PUB DATE- 93
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Classroom Research; Elementary Secondary Education; *Language Arts; Preschool Education; *Reading Instruction; Research Methodology; Research Needs; *Theory Practice Relationship; Whole Language Approach; *Writing Instruction
IDENTIFIERS- Reflective Teaching; *Teacher Researchers

This book, which focuses on the language arts teacher/researcher, is offered as a testament to teachers' expanding participation in collecting data and building theories about teaching, learning, curriculum, and assessment. The book's 24 chapters are grouped into four parts. The first part addresses general issues about teacher research: its definition, its historical foundations; its challenges and rewards. The second section presents the work of teacher researchers in elementary classrooms. The third section presents studies by secondary teacher researchers; and the final section presents reports by teacher researchers who are working in teacher preparation programs. Chapter titles are: "Reflection, Inquiry, Action" (Leslie Patterson and Patrick Shannon); "Historical Perspectives" (Katherine P. McFarland and John C. Stansell); "Finding and Framing a Research Question" (Ruth Shagoury Hubbard and Brenda Miller Power); "Hard Questions about Teacher Research" (Marne B. Isakson and Robert M. Boody); "Meeting the Challenge of Research in the Elementary Classroom" (Karen Smith); "Learning through Whole Language: Exploring Book Selection and Use with Preschoolers" (Jean Anne Clyde and others); "Living through War Vicariously with Literature" (Caryl G. Crowell); "Talking and Thinking: Making What We Read Ours" (Adele Fiderer); "Sow a Thought, Reap an Action" (Jan Hancock); "A Look at the Process" (Mary Ann Nocerino); "Renewing Inspiration through Research" (Carol Minnick Santa); "Finding a Voice: One Girl's Journey" (Phillis E. Whitin); "A Case Study of a Writer" (Katie Wood); "A Year with Reading Workshop" (Dawn M. Cline); "What Students' Written Reflections Reveal about Literacy" (Kathleen Stumpf Jongsma); "Into the Woods: The Impact of Prereading Activities" (Lee Patton); "Connecting to the Classics" (Jeanine S. Hirtle); "Teacher and Student Perceptions of the Value of the Computer for Writing" (Mari M. McLean and Christine M. Gibson); "Teacher Research for Teacher Educators" (Kathy G. Short); "Explorations in Reflective Practice" (Diane Stephens and Kathryn Meyer Reimer); "The Importance of Reflection in Decision-Making" (Laura G. Heichel and Tristan M. Miller); "Promoting Reflection through Dialogue Journals" (Sharon Lee and Nancy T. Zuercher); "Collaboration and Inquiry in a Teacher-Education Classroom" (Kathryn Mitchell Pierce); and "Passing on the Joy of Literacy: Students Become Writing Teachers" (Ellen H. Brinkley). (SAM)

ED 356 474 CS 213 763

Arizona Statehood Day Creative Writing Contest, 1991.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Collected Works - General (020)
DESCRIPTORS- *Creative Writing; *Poetry; *Prose; Secondary Education; Secondary School Students
IDENTIFIERS- *Arizona; Writing Contests

This booklet presents a collection of 33 poems and stories, written by Arizona students in grades 7-12, who were finalists and winners in the 1991 annual Statehood Day Creative Writing Contest. (SR)

ED 356 475 CS 213 764

Arizona Celebration: 1992 Poetry Anthology.
PUB DATE- Apr 92
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Creative Writing; Elementary School Students; Elementary Secondary Education; *Poetry; Secondary School Students
IDENTIFIERS- *Arizona; Writing Contests

This collection presents poems, written by Arizona students in kindergarten through twelfth grade, who were judged finalists or winners in the 1992 statewide Arizona Poetry Contest. In addition to poems in English, this anthology presents poems in several other languages, including Navajo, Spanish, Cambodian, Korean, Vietnamese, Tagalog, and Romanian. Poems in languages other than English are accompanied by a translation. (SR)

ED 356 476 CS 213 765

Arizona Statehood Day Creative Writing Contest, 1993.
PUB DATE- Feb 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Collected Works - General (020)
DESCRIPTORS- *Creative Writing; *Poetry; *Prose; Secondary Education; Secondary School Students
IDENTIFIERS- *Arizona; Writing Contests

This booklet presents a collection of 38 poems and stories written by Arizona students in grades 7-12, who were finalists and winners in the 1993 annual Statehood Day Creative Writing Contest. (SR)

ED 356 477 CS 213 768

What's Wrong with Writing and What Can We Do Right Now? Research Report.
PUB DATE- Apr 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Sudol, Ronald A.
Sources, Research Writing, and Hypertext.
PUB DATE- 1 Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Freshman Composition; Higher Education; *Hypermedia; *Research Papers (Students); Writing (Composition); Writing Processes
IDENTIFIERS- *Author Text Relationship; Voice (Rhetoric); Writing Contexts

Writing and reading in hypertext environments have more similarities with incompetent student research writing than the model of research writing that dominates the freshman composition enterprise. The research paper becomes a rite of passage and capstone writing experience, taxing the student writer's skills of organization and deft manipulation of multiple sources. Over the years, composition teachers have tried numerous techniques for helping students perform well as writers by calling research papers by a different name, by emphasizing rhetorical inquiry, or by introducing elements of personal narrative. There are reports of success, but most research papers continue to be "grotesque monstrosities." The authoritative voice of the writer of a research paper has already been challenged by such technologies as photocopying, word processing, electronic scanning, and computerized databases. Reading and writing in hypertext in the future will decentralize the writer further. Although its immediacy and flexibility suggest orality, electronic text moves away from logocentrism. Research writing in electronic text, whatever its eventual form, will not be the monumental, unified, and authoritative research paper that represents the last throes of print technology. (RS)

ED 356 498   CS 508 074

Scott, David K.
The Director's Transition: Moving On and Moving Up.
PUB DATE- Oct 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Change; College Faculty; *Debate; Faculty Development; Higher Education; Speech Communication; Teaching Assistants
IDENTIFIERS- *Forensic Directors; Professional Concerns

In an anecdotal style, this paper offers personal observations on moving from one forensic position to another. It draws on one forensic coach's experiences with five different kinds of programs, discussing in turn the comprehensive Ph.D. university, the graduate teaching assistant administered program, the graduate teaching assistant in a faculty directed program, starting a new program, and assuming the direction of an existing program. The paper concludes by noting that an important transitional skill is the ability to adjust to the interests of the student population of the particular

New Roles and Responsibilities in the Public Schools, sponsored by the Center for Policy Research in Education (CPRE).
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; *Administrator Role; Educational Change; Educational Policy; Elementary Secondary Education; *Governance; Instructional Improvement; Organizational Development; Professional Development; Public Schools; *School Restructuring; *School Supervision; *Teacher Role

This book is designed to help policymakers, educators, and researchers develop a deeper understanding of the issues of school restructuring and to give greater conceptual clarity to the terms of the current debate. The chapters of the book contain forum papers that are organized into two main parts. Following chapter 1, "Introduction: On Changing the Structure of Public Schools" (Richard F. Elmore), part 1 presents five essays on school restructuring from several perspectives, focusing on proposals to change the nature of teaching and learning, teachers' working conditions, and the relationship between schools and their clients. They are entitled: (1) "Applying Conceptions of Teaching to Organizational Reform" (Brian Rowan); (2) "Fostering Teacher Professionalism in Schools" (Gary Sykes); (3) "Organizing Schools to Encourage Teacher Inquiry" (Hendrik D. Gideonse); (4) "Redesigning Teachers' Work" (Susan Moore Johnson); and (5) "Rethinking School Governance" (Mary Anne Raywid). Part 2 is a discussion of restructuring that takes into account the perspective of state and local policymakers and analyzes the actual experience of selected states and localities. Three chapters are entitled: (1) "Restructuring in Progress: Lessons from Pioneering Districts" (Jane L. David); (2) "Key Issues Confronting State Policymakers" (Michael Cohen); (3) "Conclusion: Toward a Transformation of Public Schooling" (Richard E. Elmore). (Contains 338 references.) (RR)

ED 356 520 EA 024 583

Watkins, Peter
Restructuring Australian Educational Administration: Japanese Management Strategies, Taylorisation, and Best Practices.
PUB DATE- Aug 92
NOTE- 25p.; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (7th, Hong Kong, August 17-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Administrative Principles; *Educational Administration; Educational Change; Elementary Secondary Education; Foreign Countries; *Management by Objectives; *Organizational Climate; Professional Development; *Quality Circles; School Restructuring; Teacher Salaries; Work Environment
IDENTIFIERS- *Australia; *Scientific Management; Taylor (Frederick Winslow)

In all forms of workplaces administrators have been exhorted to introduce what are perceived to be the "best practices" operating in the more successful economies. The education "industry" in Australia appears to be no different in this centers, universities, think tanks, just as they have received mandates and instructional procedures from local and state education agencies. Schools will remain infertile grounds in which the adoption and implementation phases, but not the institutionalization phase occur. Finally, two suggestions are made for principal preparation programs in: (1) recruitment and program design; and (2) setting a new cultural orientation between professors and graduate students. (Contains 51 references.) (Author)

ED 356 539 EA 024 785

Dickson, LouAnn S.; And Others
Focus on Fundamentals: A Longitudinal Study of Students Attending a Fundamental School. ERS Relevant Research for School Decisions, Number 3.
PUB DATE- 93
NOTE- 23p.; For the original study, see ED 352 166.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Back to Basics; Comparative Analysis; Elementary Secondary Education; Interpersonal Relationship; *Longitudinal Studies; Metacognition; Public Schools; *Student Characteristics; Tables (Data); Traditional Schools
IDENTIFIERS- *Fundamental Schools; *Mesa Public Schools AZ

A longstanding debate in education pits advocates of liberal curricula against advocates of "back-to-basics," fundamental education. The study described in this publication examined the long term results of a fundamental elementary school that began operating in August 1978 with 347 students. During the 1989-90 school year, the first group of students to have completed all 6 years at the fundamental school graduated from high school. Subjects were selected from the fundamental school and two other district schools (C-1 and C-2) for comparisons on selected measures of student achievement and participation. A total of 420 students were included in the final sample: Fundamental had 70 students, C-1 had 192, and C-2 had 158. Results indicate that students who attended the fundamental school throughout their elementary school years: (1) scored higher than comparison school students on some subscales of standardized tests at grade 6, but not at either grade 9 or grade 11; (2) did not take more advanced-placement courses in high school than comparison school students; (3) did not achieve more academic honors in high school; (4) participated more in school activities and were found in leadership positions more often than were comparison school students; and (5) exhibited somewhat differing rates of dropout, withdrawal, or absenteeism than did comparison school students. (Contains 7 tables and 25 references.) (MLF)

ED 356 540 EA 024 787

Williams, Scott; Buechler, Mark
Charter Schools. Policy Bulletin.
PUB DATE- Jan 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- *Accountability; *Educational Change; *Educational Innovation; *Educational Vouchers; Elementary Secondary

DESCRIPTORS- *Decision Making; *Educational Change; Elementary Secondary Education; Organizational Climate; *Organizational Development; *Participative Decision Making; *Power Structure; *School Based Management

Site-based management (SBM) could change schools by altering the scope of authority, involvement, and influence to lessen dominance relationships in education and inequities regarding struggling students. These dominance relationships exist between administrators and staff and between staff and students. SBM seems to signal a paradigm shift from a functionalist governance structure to a more interpretivist-based one. Even critical theory concerns are addressed in changes in authority, expansion of participant influence, and increased diversity of participants. A multiple-paradigm framework can be used to examine the assumptions and practices of SBM found in empirical and conceptual literature. This analysis suggests that SBM may not lead to radical change in educational decision making. However, if implemented correctly, SBM has the potential to represent the interpretivist or critical paradigm. Empirical data suggest that frequently SBM is a manipulated version of functionalist practices. (Contains 36 references.) (Author/JPT)

ED 356 558 EA 024 821

Nye, B. A.; And Others
Class-Size Research from Experiment to Field Study to Policy Application.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (74th; Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Elementary School Students; Longitudinal Studies; Primary Education; Public Schools; *Student Development; Teacher Role; *Teacher Student Ratio
IDENTIFIERS- *Lasting Benefits Study TN; *Student Teacher Achievement Ratio Project TN

A 4-year longitudinal study in Tennessee, called the Student-Teacher Achievement Ratio (STAR) Project, examined the effects of class size on student achievement in kindergarten through grade 3. More than 6,000 students from 75 schools in 42 school systems were included in the study. There were three class sizes: small class (13-17 students), regular class (22-26 students), and regular class with a full-time teacher aid. The study found that students in small classes improved more than students in larger classes. Gains children made in kindergarten were maintained through grade 3. Analyses show that class size had an effect in all locations. However, the presence of a teacher aid did not show an effect. The Lasting Benefits Study (LBS) followed STAR students through grade 4 and grade 5 to determine the lasting effects of early small-class involvement. Students who were in STAR small classes in grade 3 were more advanced statistically and educationally and had higher school participation measures than students who were in regular classes. Another study, Project Challenge, provided incentives for class-size reduction in 17 Tennessee counties (1990-1992). Preliminary results show small-class students gained in reading and mathematics levels. Tables and appendices on data-collection methods and results are included. (Contains 32 references.) (Author/JPT)

PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Autobiographies; *Disabilities; Early Intervention; *Educational History; *Educational Research; Elementary Secondary Education; Federal Legislation; *Foundations of Education; Government Role; Hearing Impairments; Learning Disabilities; Mental Retardation; Preschool Education; Psychological Testing; Remedial Reading; Scholarship; Social Problems; *Special Education
IDENTIFIERS- Illinois Test of Psycholinguistic Abilities; *Kirk (Samuel)

This collection chronicles the development of the field of special education through the writings of Samuel A. Kirk and comments by contributing scholars in the introductions to each section. The selections of Kirk's work evidence his contributions to the many domains of special education. The testimony and comments by contributing scholars place Dr. Kirk's work in its historical context. The volume begins with a preface by James J. Gallagher, an introduction by William C. Healey, and autobiographical remarks by Samuel A. Kirk. Part II, "Early Childhood Special Education," includes an introduction by Merle B. Karnes followed by "Preschool and Early Education Programs for Handicapped Children" and "The Effects of Early Intervention." Part III, "Mental Retardation," offers an introduction by Herbert Goldstein and two papers: "Research in Education: Mental Retardation" and "Special Education in the 1970s." A section on learning disabilities is introduced by James C. Chalfant and then provides four papers: "From Labels to Action," "Learning Disabilities," "Our Current Headaches in Learning Disabilities," and "Issues in Learning Disabilities." "Remedial Reading" begins with an introduction by Janet W. Lerner followed by "The Organization of Remedial Reading in the Schools," "Characteristics of Slow Learners and Needed Adjustments in Reading," and "How Johnny Learns To Read" (co-authored by Winifred D. Kirk). A section on hearing impairments is introduced by Donald F. Moores followed by four papers: "Behavior Problem Tendencies in Deaf and Hard-of-Hearing Children," "A Comparative Study of the Ontario and Nebraska Tests for the Deaf" (co-authored by June Perry), "Special Education and Rehabilitation," and "The Federal Program for Training Teachers of the Deaf." Part VII deals with the Illinois Test of Psycholinguistic Abilities and is introduced by Jeanne McRae McCarthy, followed by "Illinois Test of Psycholinguistic Abilities: Its Origin and Implications," "Uses and Abuses of the ITPA" (co-authored by Winifred D. Kirk), and "Profiles of Children with Severe Oral Language Disorders" (with Anthony H. Luick as the first author, and others). Edwin W. Martin then introduces a section on Congressional and governmental affairs, including the following papers: "Administration of Education Programs for Handicapped Children," "Education and Training of the Handicapped," and "Elementary and Secondary Education Act of 1966." The final section on social issues includes an introduction by James J. Gallagher and "Education as National Defense," "Education and the National Welfare," "Youth Challenges Gerontocracy," and "The Federal Role in Special Education: Historical Perspectives." A bibliography lists books, journal articles, conference papers, and book chapters by Kirk, in chronological order from 1932 to 1993. (JDD)

ED 356 578   EC 302 016

Anketell, Mary, Ed.; And Others
The Early Integration Training Project: Trainer's Manual.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

should be considered in conjunction with other services. Essential qualities of effective PAS are: (1) availability to all on the basis of functional need; (2) comprehensiveness so that institutional living can be avoided; and (3) controllability by the people who use them. The 33-item checklist is organized according to aspects of these three qualities. For each criterion, the checklist requires evaluation of policy, program provision, and current reality. (DB)

ED 356 596 EC 302 036

O'Brien, John; Lovett, Herbert
Finding a Way toward Everyday Lives: The Contribution of Person Centered Planning.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Feb 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Community Programs; Community Resources; *Disabilities; *Long Range Planning; *Personal Autonomy; *Quality of Life

This guide presents principles of person-centered planning, an approach to organizing and guiding community change in alliance with people with disabilities and their families and friends. The approach focuses on the individual's desired future, his or her present reality, necessary services, and currently available community resources. Individual sections of the guide focus on: foundations of person-centered planning; how person-centered planning influences change; limitations of person-centered planning (e.g., such planning moves slower when the focus person's interests are not clear); controversies among people engaged in person-centered planning (e.g., what can be expected of the family and how much control should the focus person have); the common fear of the debasement of person-centered planning through treating it as a system fad rather than a tool for change; and different approaches to person-centered planning (e.g., individual service design, personal futures planning, and essential lifestyle planning). The guide also provides 21 print references and several organizational contacts. (DB)

ED 356 597 EC 302 037

O'Brien, John; O'Brien, Connie Lyle
Unlikely Alliances: Friendship & People with Developmental Disabilities.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Context Effect; *Developmental Disabilities;

Participant Characteristics; Participant Observation; *Participant Satisfaction; *Participatory Research; Qualitative Research; *Research Methodology; Secondary School Students; *Special Education; Staff Role; Teacher Role
IDENTIFIERS- *Stakeholders

The role of participating stakeholders was considered as part of an 18-month research project evaluating the influences of class size (student-teacher ratio) and class mix (mixing disabilities) on special education students' educational outcomes. Stakeholders (N=81) participating in the project represented superintendents, principals, directors of special education, regular teachers, special education teachers, vocational teachers, parents, students with disabilities, and support personnel. Stakeholders were surveyed about their expectations, perspectives, and opinions concerning the project's progress on a regular basis. Results are reported in terms of the influence of stakeholders, costs and benefits of using stakeholders, and stakeholder expectations. Findings indicated that the special interests of various groups were actively advanced; there were heavy financial costs to stakeholder participation; stakeholders were successfully used to develop surveys, refine instruments, gather data, and disseminate findings; and at least 17 different expectation themes were identified. Researchers are urged to weigh the strategy of using all possible stakeholder groups with the needs of the specific project, financial realities, and expected outcomes of a given research project. (DB)

ED 356 616 FL 020 690

Newman, Roxana Ma
An English-Hausa Dictionary. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 343p.; Pre-publication copy. To be published by Yale University Press.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- English; Foreign Countries; *Hausa; Monetary Systems; *Phonology; *Pronunciation; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- Names; *Niger; *Nigeria

This English-to-Hausa dictionary is designed as a practical reference for the English-speaker seeking information about the modern vocabulary and structure of the Hausa language. An introductory section explains the principles and conventions adopted in compiling the dictionary. The vocabulary includes English words that the average user is likely to want to express when speaking or writing in Hausa. Many of the entries are accompanied by natural, conversational phrases and sentences considered useful in everyday communicative situations. Translations are stylistically matched to the extent possible. While entries are differentiated with regard to meaning and grammatical usage, it is assumed that the user already has a grasp of the fundamentals of Hausa grammar. Appendixes include pronoun paradigms, a guide to pronunciation of Hausa personal names, a pronunciation gazetteer, an index of Nigerian and international organizations, and a description of the currencies of Nigeria and Niger. (MSE)

ED 356 617 FL 021 022

Valdman, Albert

characteristics of its people; the state's geography; the first people in California; the advent of the European explorers and settlers; Spanish colonization of California; the end of Spanish rule and the beginning of Mexican government of the area, including the history of the missions and the Indians; statehood; the California Gold Rush; impact of the industrial revolution; and use of the land from the 1850s to the present. An introductory section suggests planning and classroom procedures and contains language skill ladders for reference. Then for each chapter of the textbook, the guide outlines themes, related films, a scope and sequence for skills in both languages and geography, and a series of detailed class activities, with illustrations. Activities use both Spanish and English and include both oral and written exercises. Addresses of film distributors are appended. (MSE)

ED 356 635 FL 021 124

Mahone, Alicia
Bilingual Education Instructional and Training Materials. Field Test Results and Final Phase II Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 8 Feb 85
NOTE- 47p.; For related documents, see FL 021 117-123.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Affective Objectives; *Bilingual Instructional Materials; Bilingualism; Classroom Techniques; Course Organization; Curriculum Design; English (Second Language); Ethnicity; Immigrants; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; Language Maintenance; Language Skills; *Limited English Speaking; *Material Development; Middle Schools; Migration Patterns; Program Design; Second Language Instruction; Skill Development; *Spanish Speaking; State History; *Urban Schools; Workshops
IDENTIFIERS- *California

The report describes a federally funded project for the development of an innovative approach to bilingual curriculum and instruction and inservice teacher training. A needs assessment and research process resulted in development and field testing of a set of bilingual Spanish-English instructional materials for limited-English-speaking urban middle school students and related materials for teacher training and support. The materials included a bilingual textbook on the history and geography of California, a series of student worksheets, and a teacher's guide to classroom activities coordinated with the textbook. The teacher training component consisted of a series of workshops addressing issues in bilingual education and the use of the materials developed. The final project report details the process by which these tasks were completed, in two phases, and the field testing of the instructional materials with 204 students in one school district. Practical recommendations are made for use of the program and materials in other settings. (MSE)

ED 356 636 FL 021 125

Rivera, Natasha F.
Model Developmental Program of Bilingual Education, Community School District 3, 1991-92. Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.

English. Three types of discourse are represented: narrative (both traditional and factual); procedural/explanatory; and hortatory. The main cultural themes presented are the spirit world, sorcery, war, marriage, and childbirth. An introductory section offers biographical information on the texts' contributors, a map illustrating the geographical scope of the stories, notes on abbreviations and symbols in the interlinear text, and additional information on abbreviations. The 28 texts follow, each with linguistic and cultural notes. Appended materials include notes on Mamanwa phonology, morphophonemic alternation, pronoun usage, noun phrase markers, deictics, locatives, verbal affixes, natural units of time in Mamanwa culture, Mamanwa concepts of human soul and the spirit world, and kinship terminology. A 51-item bibliography is included. (MSE)

ED 356 655   FL 021 156

Gonzalez, Virginia
A Descriptive Study of Education Students' Intellectual-Ethical Developmental Stages, Attitudinal Belief Systems, Background Experiences, and Knowledge about Multicultural Education.
PUB DATE- 93
NOTE- 44p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Houston, TX, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Stages; *Educational Attitudes; Elementary Secondary Education; Graduate Study; Higher Education; Inservice Teacher Education; *Intellectual Development; Knowledge Level; *Moral Development; *Multicultural Education; Student Attitudes; *Teacher Attitudes

A study investigated the attitudes of teachers in graduate-level inservice education concerning multicultural education. Subjects were 55 students aged 20-55 in a graduate-level multicultural education class. Three surveys with open-ended questions elicited information about personal educational background (including gender factors influencing education, effect of race and ethnicity on education, social contact with peers and teachers of other ethnic groups, and socioeconomic status and educational experience), academic knowledge of multicultural education (including three different conceptualizations), and educational beliefs. The surveys were completed both before and after the course. In addition, students were asked to write a philosophical belief paper and a reaction paper in the course. Results indicate that the students acknowledged the complexity of the interaction of demographic factors in education and in later life. Two patterns in intellectual development during the course emerged: (1) beginning with multiple disconnected concepts and ending with conceptual synthesis; and (2) beginning with simplistic views of major concepts, with dualistic perspectives of multidimensional concepts, then showing growth based on knowledge acquisition and formation of connected networks of concepts. Self-reflection and consciousness-raising concerning educational philosophies was seen by participants as both difficult and beneficial. (Contains 22 references.) (MSE)

ED 356 656   FL 021 157

Voting Rights Act: Bilingual Education, Expert Witness Fees, and instructional modules: Building the New and Old Cultures; Schools are Part of the Culture; Parents are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). The accompanying user's guide for the teacher or community worker includes an introduction to the modules, suggestions for getting started and lesson planning, and suggested activities. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (KM)

ED 356 675 FL 800 509

Pecoraro, Diane; Phommasouvanh, Bounlieng
Limited English Proficient (LEP) Parent Involvement Project. Overview and User's Guide. Hmong.
PUB DATE- 91
NOTE- 44p.; For English version, see ED 344 499; for the Cambodian, Lao, Vietnamese, and Spanish versions, see FL 800 508-512.
LANGUAGE- Hmong
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; Elementary Secondary Education; English (Second Language); *Hmong People; *Immigrants; Instructional Materials; Lesson Plans; *Limited English Speaking; Parent Participation; *Parents as Teachers; *Parent School Relationship; Refugees; Values
IDENTIFIERS- *Minnesota

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four instructional modules: Building the New and Old Cultures; Schools are Part of the Culture; Parents are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). The accompanying user's guide for the teacher or community worker includes an introduction to the modules, suggestions for getting started and lesson planning, and suggested activities. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (KM)

ED 356 676 FL 800 510

Pecoraro, Diane; Phommasouvanh, Bounlieng
Limited English Proficient (LEP) Parent Involvement Project.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 92
NOTE- 34p.; For other documents in this series, see ED 327 083 and HE 026 350-351.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Deans; *Administrator Role; Colleges; Demonstration Programs; Enrollment Trends; *Graduate Students; *Graduate Study; Higher Education; *Minority Groups; Program Descriptions; *Student Promotion; Student Research; Student School Relationship; Summer Programs; *Teacher Role; Universities
IDENTIFIERS- *Diversity (Student)

This publication, the outcome of a series of graduate dean discussion meetings, explores the role and activities of college and university graduate deans, faculty, and administrators in enhancing minority participation in higher education. Also discussed are results of the winter 1990-91 meetings of the Council of Graduate Schools on the subject of minority participation, the factors affecting the role of the graduate dean in promoting minority participation, and the trends in graduate enrollment for minorities between the years 1986 and 1989. The bulk of the document highlights some of the selected initiatives undertaken by 30 specific universities in enhancing minority presence. These initiatives provide an indication of the variety and scope of current activities. Noteworthy among these approaches are the summer research opportunity programs for undergraduates which were considered particularly successful by both students and faculty. It is concluded that the graduate school is uniquely situated to play an important role in enhancing minority presence in higher education by virtue of its interactions with many departments and, in some cases, colleges; and its ability to develop campus-wide programs and provide connections between and among units so that individuals from a variety of disciplines and departments can exchange views, help resolve problems, and share successes. (GLR)

ED 356 695 HE 026 350

Enhancing the Minority Presence in Graduate Education III: Institutional Partnership Programs. The CGS Idea Exchange. Summer Meeting 1991.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 36p.; For other documents in this series, see ED 327 083 and HE 026 349-351.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Colleges; Consortia; *Cooperative Programs; *Educational Cooperation; Enrollment Trends; *Graduate Study; Higher Education; *Institutional Cooperation; *Minority Groups; School Business Relationship; Student Promotion; Student School Relationship; Undergraduate Students; Universities
IDENTIFIERS- *Diversity (Student)

This publication, based on a 1991 Council of Graduate Schools (CGS) "Idea Exchange" meeting, addresses the issue of enhancing minority transition into graduate education, and provides an in-depth look at several types of institutional partnership programs involving universities, corporations, or research laboratories, designed to encourage minority students to go on of the program directors are provided in case further information is desired. Overall, some programs are targeted to all students in a school district, others emphasize math and science, some offer intensive academic preparation to a selected group of students through the high school years, others are created for unique populations of students, and some serve students wholly outside their normal school setting. (JB)

ED 356 714 HE 026 370

Reaching for College. Volume 2: Case Studies of College-School Partnerships.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 131p.; Prepared by the Human Services Group. For volume 1, see HE 026 369.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Preparation; Colleges; *College School Cooperation; Demonstration Programs; Elementary Secondary Education; Higher Education; High Risk Students; High Schools; Program Descriptions; Program Design; Program Effectiveness; Program Implementation; Universities
IDENTIFIERS- City University of New York Kingsborough Comm Coll; George Mason University VA; Partnerships in Education; San Francisco State University CA; University of Alabama; University of California Irvine; University of Illinois Chicago

Case studies of six successful college-school collaborations designed to prepare high school students for college are presented. The programs studied were: (1) "Early Identification Program" at George Mason University in Fairfax, Virginia; (2) "College Now" at Kingsborough Community College in Brooklyn, New York; (3) "Biomedical Sciences Preparation Program" at the University of Alabama at Tuscaloosa; (4) "Early Outreach Program" at the University of Illinois at Chicago; (5) "Step-to-College" and "Mission-to-College" at San Francisco State University in California; and (6) "Student/Teacher Educational Partnership" at the University of California-Irvine. The case studies revealed that key factors in the formative years of the programs were leadership and institutional support, a foundation of collegiality and trust, the flexibility to change and improve, and maintaining an information base. Factors that helped the programs to mature were a stable resource base, attention to details that strengthen relationships, continuing to go extra miles, and belief in the student. Directors also pointed to clear spillover effects in the schools affected by these programs including a general rise in standards. Each case study provides names and contact information for further communication. (JB)

ED 356 715 HE 026 371

Walsh, John T.; And Others
SUNY Health Science Center at Syracuse: Controls over Some Hospital Expenses Could Be Improved. Report 92-S-50.
PUB DATE- 19 Apr 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Equipment; *Financial Audits; Health Care Costs; Higher Education; Hospital Personnel; Medical Services; Overtime; Payroll Records; Purchasing; *Teaching

to be the state government itself. Among the findings it was estimated that the UMass/Boston entering class of Fall 1991, involving 2,572 students, will generate over their working lives, an added $1.05 billion to the overall income stream in Massachusetts, an amount of revenue that greatly exceeds the $34.1 million that students cost the state during their training at UMass/Boston. (GLR)

ED 356 734 HE 026 390

A Solid Start. A Report on Reform of Intercollegiate Athletics.
PUB DATE- Mar 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; Accountability; Administrator Role; Athletes; Certification; *Change Strategies; College Administration; *College Athletics; College Presidents; Compliance (Legal); Educational Change; *Evaluation Criteria; Higher Education; *Intercollegiate Cooperation; Long Range Planning; Standards
IDENTIFIERS- Knight Report on Intercollegiate Athletics; *National Collegiate Athletic Association

This report discusses the growing intercollegiate athletic reform movement by first highlighting the 1992-93 National Collegiate Athletic Association's (NCAA) approved reform actions and then discussing the challenges and actions needed for the future. The report indicates that initial progress has been made towards reforming intercollegiate athletics in the areas of academic integrity, financial integrity, and independent certification since the NCAA's approved actions were announced at its 1992 convention, but warns that challenges lie ahead. Remaining issues are expected to be less in the areas of student educational requirements and standards and have more to do with athletics governance, presidential control, financial integrity, and public accountability through certification. It is stressed that presidential support and commitment to enhancing intercollegiate sports embodying the standards and values befitting higher education are crucial elements for the future. Detours from athletic reform that are considered damaging and are cautioned against are in the areas of favoritism (special considerations warranted for favorite sons), and being subjected to federal legislative rule to enforce reform. In this regard, oversight of the rules must be maintained, which entails changing them as participants agree, and enforcing compliance in the event of violation; to do otherwise will threaten the survival of nationwide intercollegiate competition. (GLR)

ED 356 735 HE 026 391

Status of Diversity in Colorado Public Higher Education, FY 1985-86 through FY 1990-91.
PUB DATE- Feb 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; College Faculty; College Transfer Students; Comparative Analysis; Degrees (Academic); *Diversity (Institutional); *Enrollment; *Ethnic Groups; Full Time Faculty; Full Time Students; Higher Education; Minority Groups; Part Time Faculty; Postsecondary Education; *Public

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Colleges; Differences; *Educational Innovation; Governance; Higher Education; *Institutional Mission; Institutional Survival; Models; Organizational Change; *School Based Management; School Policy; *Specialization; Undergraduate Study; *Universities; *Values
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title. Distinctive colleges and universities possess a unifying theme or vision that is expressed in all their activities. They also usually respond to newly emerging societal or community needs unmet by existing schools of higher education. Distinctiveness, however, can limit the institution to a very small market niche as well as sometimes paralyzing it from adapting to change necessary for survival. Strategic management models, such as the interpretive and adaptive models, need to be employed to aid distinctive colleges and universities to survive and grow. Recommendations for universities and colleges pursuing distinctiveness include: (1) identifying institutional values, followed by clarification, communication, and acting on unifying the values and themes that are found; (2) conducting a situation analysis to determine if the school is a likely candidate for distinctiveness; (3) selecting the desired level of market exposure; and (4) performing market research to uncover desired markets to which the college or university can appeal. (GLR)

ED 356 754 IR 015 832

Gayle, Susan, Ed.
Windows to the World, NECC 1992. Proceedings of the Annual National Educational Computing Conference (13th, Dallas, Texas, June 15-17, 1992).
PUB DATE- Jun 92
NOTE- 327p.; For the proceedings of NECC 1991, see ED 337 160.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Distance Education; *Educational Technology; Elementary Secondary Education; Epistemology; Global Approach; Higher Education; Hypermedia; Multimedia Instruction; Special Education; Telecommunications
IDENTIFIERS- *Cognitive Sciences

These proceedings address the appropriate uses of technology in education, including papers and summaries of presentations on the following topics: community partnerships; desktop publishing; English as a Second Language/English to Speakers of Other Languages (ESL/ESOL); cognitive issues in multimedia; higher education applications; social studies K-12; distance learning-media centers; business and vocational education; hypermedia and multimedia in education; restructured schools; technology-supported writing; media tools for special needs students; Texas Center for Educational Technology; science/mathematics K-12; telecommunications; tools for special students in regular classrooms; planning and curriculum; computer literacy/science; tools for teachers; classroom activities for students with special needs; at-risk students; restructuring ideas; developing cognitive skills; special needs; international perspectives; teaching with interactive video; technology for students with learning disabilities; language arts; distance learning; art and music; supercomputing; networking environments; gender equity issues;

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Competency Based Education; *Course Integrated Library Instruction; Foreign Countries; *Information Literacy; *Library Role; *Library Services; Models; Open Education; Postsecondary Education; *Research Skills; Vocational Education
IDENTIFIERS- Information Skills; *TAFE (Australia)

This paper describes competency-based training and open learning, two methods of teaching/learning that are having a significant effect on the education offered through Australia's Technical and Further Education (TAFE) program. The paper defines competency-based training and open learning and details the broad impact they are having on resource services delivered through the TAFE college library. Two approaches to providing learners with research process skills that will harmonize with these teaching/learning methods are described. They include developing a team approach to research and developing thinking skills in concert with the processing of information. The last section of the paper describes how the TAFE libraries can promote their role in the development of informed information users. (Contains 12 references.) (KRN)

ED 356 772 IR 054 417

Schiller, Nancy
The Emerging Virtual Research Library. SPEC Kit 186.
PUB DATE- 92
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Networks; Full Text Databases; Futures (of Society); Higher Education; Information Networks; *Information Technology; *Library Automation; Library Cooperation; Library Instruction; Library Planning; *Library Services; Library Surveys; Online Catalogs; Policy Formation; *Research Libraries; Staff Utilization; Telecommunications
IDENTIFIERS- Electronic Document Delivery; Electronic Journals; *Electronic Libraries; Electronic Text; *Virtual Libraries

This publication describes the results of a 1992 survey of Association of Research Libraries member libraries to determine the extent to which they are becoming virtual libraries, i.e., libraries in which computer and telecommunications technologies make access to a wide range of information resources possible. Areas covered by the survey included electronic document delivery; electronic journals; full text databases; end user searching and training; network access; OPAC (Online Public Access Catalog) enhancements; cooperative development of databases and hardware; and planning, policies, services, and strategies that emphasize access over ownership. The survey showed that a majority of institutions are making notable commitments to electronic services and systems, including providing electronic document delivery services and access to electronic full text; incorporating the holdings of other libraries in their OPACs; developing campus wide information systems; and implementing policies, services, or reallocations that emphasize access over ownership. Slightly more than half of the libraries reported that they had changed or experimented with staffing patterns or organizational structure to support access to electronic information. The publication also includes a list of responding libraries; copies of planning documents skills. Proposed changes in the JOBS legislation to lessen the amount of state money required and to make program requirements more flexible are included in these proceedings. (KC)

ED 356 322 CE 063 358

Bailey, Thomas; Merritt, Donna
The School-to-Work Transition and Youth Apprenticeship: Lessons from the U.S. Experience. School-to-Work Transition Project.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Mar 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Apprenticeships; Cooperative Education; Credentials; Curriculum; Educational Certificates; *Education Work Relationship; Feasibility Studies; Models; *On the Job Training; Postsecondary Education; Program Content; Secondary Education; Standards; *Student Certification; Student Participation; Technical Education; *Transitional Programs; Vocational Education; Youth Programs
IDENTIFIERS- *Career Academies; *Tech Prep

The feasibility of youth apprenticeship in the United States was assessed by examining problems and successes of programs that include components of the apprenticeship model. The approach to analysis of youth apprenticeship was to break down the model into four components: student participation, educational content, location of instruction, and credentialling. Four types of school-to-work models that share characteristics with the apprenticeship model were examined: agricultural education, cooperative education, high school career academies, and tech prep. The analysis yielded the following findings: (1) the successes of career academies, tech prep, and agricultural education provide feasible models for combining practical and academic learning; (2) cooperative education often involves little coordination between workplaces and classrooms; (3) more extensive employer involvement is necessary; (4) programs providing a broad educational foundation have difficulty meeting occupation-specific credential standards; and (5) existing models often perpetuate divisions between types of students, and when they include college-bound students, they often exclude less academically oriented students. One of the most serious potential problems with the model concerned location of instruction: whether the workplace could effectively provide a significant portion of the education for a large segment of youth. Problems with developing appropriate credentials were also far from being solved but could only be confronted seriously when more progress had been made on the issues of target group, content, and location. One strategy was suggested to develop a large-scale youth apprenticeship system in which a significant part of the learning takes place on the job: build on the primarily school-based models such as academies and tech prep. Key research areas were identified. (Contains 149 references.) (YLB)

ED 356 323 CE 063 360

Jones, Stan
Survey of Adult Literacy in Ontario = Enquete sur l'alphabetisation des adultes en Ontario.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 92

Principles of Teaching. Module.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 10p.; For related modules, see CE 063 398-406.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Competency Based Teacher Education; Course Content; Higher Education; Inquiry; Instructional Materials; Learning Activities; Learning Modules; Learning Processes; Postsecondary Education; Problem Solving; *Questioning Techniques; Secondary Education; Teacher Education Curriculum; *Teaching Methods; Vocational Education; Vocational Education Teachers

This module on principles of teaching is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to enable the teacher to do the following: (1) identify subject matter and integrate that subject matter with thought-provoking questions; (2) organize and demonstrate good questioning techniques; and (3) evaluate responses and encourage all possible solutions. Introductory materials are as follows: lists of competencies and objectives methods of instruction, and suggested resources, and management logistics. The content of the module focuses on problem-solving techniques for teachers. Activities are provided to enable teachers to use the material learned. A domain identification form is included for identifying which objectives are primarily cognitive, psychomotor, or affective. An evaluation procedure is provided. (YLB)

ED 356 342   CE 063 409

Davis, Diane, Ed.
Criterion-Referenced Test (CRT) Items for Air Conditioning, Heating and Refrigeration.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 92
NOTE- 154p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Air Conditioning; Competency Based Education; *Criterion Referenced Tests; Electricity; *Heating; *Item Banks; Leadership Training; Multiple Choice Tests; Postsecondary Education; Problem Solving; *Refrigeration; Refrigeration Mechanics; Safety; Safety Education; Secondary Education; Student Leadership; Student Organizations; Test Items; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- Missouri

These criterion-referenced test (CRT) items for air conditioning, heating, and refrigeration are keyed to the Missouri Air Conditioning, Heating, and Refrigeration Competency Profile. The items are designed to work with both the Vocational Instructional Management System and Vocational Administrative Management System. For word processing and test-item generation purposes, the item bank is available separately on an IBM-compatible disk. A list of references used for air conditioning CRTs appears before the table of contents. Each item in the program, developed an objective for the educational program, and targeted a specific audience. Seven persons randomly selected from each agent's clientele list (n=77) were interviewed. To provide a reference source for those interviewed, a listing of 65 methods was compiled. Responses were analyzed from each county and from all counties combined. Although great diversity existed in the interests of the targeted audiences and program focuses, their preferences and reasons for those preferences were remarkably similar. Personal visits, meetings, newsletters, demonstrations, and workshops ranked highest. A clearly emerging newer technology was the videocassette. Reasons for choices focused almost exclusively on being able to use these methods for their subject and audience specificity. Considerable value was placed on the opportunity to see and do as well as discuss the information. Clients expected newer and emerging technologies to become more important, due to speed, ease, and efficiency. A t-test analysis revealed significant differences between age, years clients had received help from extension, educational levels, and preferred delivery methods. (Twenty-five tables are appended.) (YLB)

ED 356 359   CE 063 438

Sarkar, Gerlinde
SIAST Retention Study. Factors Affecting Retention of First-Year Students in a Canadian Technical Institute of Applied Science and Technology.
PUB DATE- Mar 93
NOTE- 20p.; Paper presented at the Canadian Institutional Researchers and Planners Conference (Vancouver, British Columbia, Canada, March 3-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Dropout Characteristics; Dropout Research; Foreign Countries; Postsecondary Education; *School Holding Power; *Student Attrition; *Student Characteristics; *Technical Institutes; Unemployment; Withdrawal (Education)
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

All first-year students enrolled in diploma and certificate programs in the Saskatchewan Institute of Applied Science and Technology (SIAST) were surveyed to determine factors that influence student persistence. A questionnaire was mailed to 2,822 students in October 1991; 1,557 completed questionnaires were received and analyzed. A follow-up questionnaire was sent to respondents in June 1992; 720 completed questionnaires were received, 105 from noncompleters. In the literature search on student retention and attrition, past studies fell into five categories: psychological, societal, economic, organizational, and interactional. The survey data found that working conditions and personal interest/aptitude were more important to noncompleters in determining career choices. Noncompleters were less certain about career choices, expressed less goal commitment, and had set themselves lower final educational goals. Noncompleters used tutorial help, counseling, and computer and library facilities more frequently. Noncompleters were more likely to have disabilities, be female, be married, have dependent children, and be more influenced by current economic conditions. The study tested the hypothesis that unemployment rates in particular occupations are inversely related to attrition rates in programs preparing for this field recruiting efforts to bring teachers into nontraditional areas. The survey instrument is attached and a total of 32 data tables are either appended or included with the text. (KC)

ED 356 377 CE 063 462

Quon, Denise K.; And Others
Female and Male Enrollment and Staffing in Secondary and Postsecondary Occupational Education in Nevada between 1984-1991.
PUB DATE- Jun 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Enrollment Trends; Females; Males; *Nontraditional Education; *Nontraditional Occupations; Postsecondary Education; Secondary Education; Secondary School Teachers; Sex Bias; Sex Discrimination; Sex Fairness; Teacher Recruitment; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Nevada

A study examined occupational education student enrollments and instructional staffing at the secondary and postsecondary levels in Nevada from 1984 to 1991. It focused on gender compositions within general occupational education areas and specifically concentrated on changes over the period for the traditionally underrepresented gender within each of the following occupational education clusters: agriculture, business, home economics related occupations (HERO)/home economics, health, marketing, and trade and industry/industrial arts. Data were gathered from the statewide Occupational Reporting System. The study showed the following: (1) for females there were almost no increases in staffing in nontraditional occupational education areas at either the secondary or postsecondary level; (2) there were decreases in the percentage of women staffing secondary agriculture and trade and industry or industrial arts classes; (3) there was a decrease in secondary female trade and industry/industrial arts enrollment; (4) the percentages of females enrolled in secondary and postsecondary agriculture increased; (5) for males, there were no increases in staffing into nontraditional occupational education areas; (6) male staffing in secondary marketing and male enrollment in secondary health occupational and postsecondary business decreased; (7) there were increases in male enrollment in secondary business and marketing and postsecondary home economics and health occupations; (8) in almost all the occupational education areas at both secondary and postsecondary levels, the percentage of female enrollment in nontraditional occupational areas far exceeds the percentage of female staffing in those areas; and (9) male enrollment and male staffing follow the same pattern. (KC)

ED 356 378 CE 063 464

Waters, Randol G., Comp.
Agricultural Education's Opportunities in the 21st Century. Proceedings of the Annual Southern Regional Agricultural Education Research Meeting (42nd, Gatlinburg, Tennessee, April 4-5, 1993).
PUB DATE- Apr 93
NOTE- 415p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.

sugar, smoking, retirement pensions, eye tests). (YLB)

ED 356 394 CE 063 496

Basic Skills Assessment. Materials for Assessing Competence in Basic Skills.
PUB DATE- Mar 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Arithmetic; *Basic Skills; Communication Skills; *Competence; *Educational Testing; Foreign Countries; Numeracy; Reading Skills; Student Evaluation; Student Placement; Verbal Communication; Writing Skills
IDENTIFIERS- England; Wales

This material provides an initial assessment procedure to help identify the level of basic skills competence of people entering education or training. It is based on Adult Literacy and Basic Skills Unit Standards that describe how and to what level of performance adults should be able to use communication and number skills. The material can be used in basic skills programs, further education, prisons, voluntary organizations, workplace training, and government-funded training programs. Notes for assessors describe the material and steps to take before, during, and after the assessment. Instruction sheets provide a set of instructions for carrying out a series of assessment tasks. Eleven series of tasks are provided: foundation level and stages 1 and 2 reading, foundation level and stages 1 and 2 oral, foundation level and stages 1 and 2 writing, and foundation level and stages 1 and 2 numeracy. The instruction sheets provide performance criteria, assessment guidelines, time allowance for completion of a task, script to use in conducting the assessment, and Next Steps which give suggested routes through the material. Linked to each assessment task is a task sheet to be completed by the student or trainee. Individual assessment charts to be completed during the assessment show how the students/trainee performed each individual task. A summary assessment chart allows the assessor to aggregate assessment results. (YLB)

ED 356 395 CE 063 497

Basic Skills in Further Education Colleges.
PUB DATE- Feb 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Basic Skills; Continuing Education; Educational Finance; Foreign Countries; Literacy Education; Needs Assessment; Policy Formation; Postsecondary Education; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Staff Development; Technical Institutes
IDENTIFIERS- England; Wales

Changes in colleges of further education over recent years, including the involvement of a much wider range of students, mean that provision of basic skills has become an important issue for most colleges in England and Wales. Some colleges provide no basic skills support for students; others have some support for students; and still others also make provision for adults living in the local area. Those students who need some

volume 2, see CE 063 526. Pages 115-129 have filled print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; *Basic Skills; *Cooperative Programs; *Coordination; Economically Disadvantaged; Employment Potential; Federal Programs; Guidelines; Human Services; Job Placement; Job Skills; *Job Training; Program Implementation; Remedial Instruction; State Programs; Statewide Planning; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Job Opportunities and Basic Skills Program

This handbook provides information on effective approaches, methods, processes, and techniques that state and local agencies have used at various stages in implementing their Job Opportunities and Basic Skills (JOBS) programs. It is intended for all state and local agencies involved in planning and providing services to JOBS participants, especially staff at human services, labor, and education agencies. The first section describes types of benefits that can be gained from JOBS coordination. The next section summarizes challenges that coordination efforts may encounter and some of the approaches states and counties have taken. Key elements of state approaches to address specific challenges follow. The next six sections each focus on one of the six specific challenges: (1) overcoming philosophic and programmatic differences among programs; (2) establishing an effective state role in promoting local level coordination; (3) making the most of resources; (4) establishing an effective information exchange; (5) building quality assurance and accountability; and (6) providing appropriate and quality services. Each of these sections consists of a description of the challenge, a summary of state or local approaches, and detailed discussion of the approaches. Appendixes include forms, documents, and guidelines developed by state or local agencies. (YLB)

ED 356 415 CE 063 526

Meeting the Challenges: Coordinating To Promote Self-Sufficiency. Volume II. JOBS Program. Federal Funding Resources.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Employment and Training Administration (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 50p.; For the handbook, volume 1, see CE 063 525. The matrixes contain small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; *Basic Skills; *Cooperative Programs; Coordination; Day Care; Economically Disadvantaged; Employment Potential; Federal Legislation; *Federal Programs; Financial Support; Guidelines; Human Services; Job Placement; Job Skills; *Job Training; Program Implementation; Remedial Instruction; State Programs; Statewide Planning; Tax Credits; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Job Opportunities and Basic Skills Program

The five matrices in this volume are designed to assist states in coordinating their Job Opportunities and Basic Skills (JOBS) programs. The matrices, each organized around a theme, summarize key elements of a variety of federal programs. Matrix A features the main programs of human services, labor, and

Tranberg, Maria; And Others
The Job Satisfaction-Congruence Relationship: Issues and Effects of Type and Level of Measurement.
PUB DATE- 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Congruence (Psychology); Employment; *Job Satisfaction
IDENTIFIERS- Hollands Theory of Occupational Choice

Much of the research on the relationship between job satisfaction and congruence has used measures of congruence derived from Holland's system. Most of these studies have been successful in obtaining a positive relationship between congruence and job satisfaction. This study measured congruence and satisfaction both globally and specifically across all six Holland types and job categories (realistic, investigative, artistic, social, enterprising, and conventional). Subjects (N=321) were volunteers representing various occupational interests and job categories. Each subject responded to a four part questionnaire containing a short version of Holland's Vocational Preference Inventory; an index of job satisfaction; section on perception of current job requirements, requirements of their ideal job, and satisfaction with specific demands of current job; and section on demographic information. Results indicated only very weak support for Holland's notion that congruence is measured by matching person-environment codes. However, when congruence was measured more complexly as a difference between real and ideal elements of the job, some strong relationships between congruence and job satisfaction did emerge. Nevertheless, these relationships are complex. For some jobs, congruence appears to be important, but for other jobs there was no relationship. What is required is a much more fine-grained analysis of job satisfaction, and perhaps of the person. Choosing people based on Holland's scheme may get the right person for the job in terms of aptitude, abilities and skill, but they will not necessarily be happier. (ABL)

ED 356 435   CG 024 830

Pathway to Tomorrow: Preparing Today's Children for Success.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Children; *Counselor Role; Elementary Secondary Education; School Counseling; *School Psychologists; Student Needs

All American school children are growing up in a world that makes them significantly "at-risk" for educational and social failure due to various factors including: poverty, changing family structure, homelessness, hunger, poor health care, prenatal drug and alcohol exposure, increased incidence of child abuse and neglect, teenage pregnancy, racism, and violence in schools and communities. School psychologists are specially trained mental health professionals who work with preschoolers, children, adolescents, teachers, and families. They work with all school personnel to help make education a positive and

ED 356 453 CS 011 263

Myers, John W.
Making Sense of Whole Language. Fastback 346.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Elementary Education; Integrated Activities; *Language Arts; *Student Evaluation; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Alternative Assessment

Based on the premise that whole language is a philosophy or perspective, rather than a set of practices, this fastback develops a definition of whole language, presents an information processing model of language processes, and discusses theory-practice relationship and assessment as they relate to whole language. Sections of the fastback are: Making Sense of Whole Language; A Holistic View of Language: What Research Says; Theory into Practice: Whole Language Arts; and Whole Language and Assessment. The pamphlet concludes that: (1) theory determines practice; (2) integrated language activities are more powerful than separated ones; (3) whole language arts cut across the curriculum; and (4) instructional goals should drive the assessment of language arts skills. Six figures are included, and a 47-item bibliography is attached. (RS)

ED 356 454 CS 011 264

I Want to Read: A Guidebook. Volumes I, II, and III.
PUB DATE- 92
NOTE- 87p.; Program Consultant, Dr. Anabel P. Newman, Indiana University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; *Basic Skills; Instructional Materials; *Literacy Education; Reading Difficulties
IDENTIFIERS- *Tutored Video Instruction; Tutor Role

This guidebook offers tips to those who guide people who want to learn to read and write. It is structured in three volumes, each accompanying a separate videotape. The three videotapes are 120 minutes, 90 minutes, and 120 minutes in length, respectively. The guidebook has four goals: (1) help those who guide learners to understand how the learner might feel; (2) be a guide to follow for each section of the videotape; (3) give ideas for activities so learners can get more practice from each section; and (4) give ways to help learners realize that they are making progress. Videotape one builds from the foundation of recognizing certain letters in words up to the various tricky dipthongs and silent letters of the English language. Videotape two introduces letter combinations and words that use them, more sentences, and the idea of plurals, punctuation, and paragraphs. Videotape three helps learners to

PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Grade 11; High Schools; High School Students; Parent Role; School Role; *Writing (Composition); *Writing Achievement; *Writing Assignments; Writing Attitudes; Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- *National Assessment of Educational Progress; *Writing Development

Data on the writing achievement of 11th-grade students in 1990 on the National Assessment of Educational Progress (NAEP) may help answer the question of who is right: employers and educators who say students are poorly prepared in writing, or parents and students, who are more positive about the results of the writing preparation students receive in school. The data indicates that the employers and educators are right: 11th graders tended to produce minimally developed written work in terms of the tasks required on the NAEP. The 1990 assessment also found that students do not write much. Students may not have a realistic view of how well they write, and they do not have an accurate idea of what constitutes "good" writing. Students need better preparation in writing in high school to be successful in college and on the job. Schools need to: provide students with frequent writing assignments; give students a wide variety of assignments; provide students with examples of good writing and teach students how "good" writers approach writing. Parents should encourage their younger children to: write to pen pals; write letters and postcards to family members; keep a diary or journal; and write and illustrate stories they can share. (RS)

ED 356 478 CS 213 769

Tuttle, Frederick B., Jr.
How To Prepare Students for Writing Tests.
PUB DATE- 86
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Secondary Education; Teaching Methods; *Testing; *Writing Evaluation; *Writing Processes; Writing Skills; *Writing Tests
IDENTIFIERS- Writing Contexts; Writing Development

This book presents ideas, strategies, and information intended to help teachers provide students with skills to perform effectively on specific writing tests. The first part of the book ("Background/Rationale") encompasses two major topics--the composing process and scoring methods--to give background for ideas and suggestions in other sections. The second part ("Writing Tests") describes major types of writing tests for which students should be prepared, and includes illustrative examples. The third part ("Teaching Strategies") provides a variety of general teaching activities, demonstrating methods of helping students acquire various skills and attitudes important to effective writing in each of the respective situations. Appendixes contain a trait scoring guide, competency test sample, College Board test sample, college application sample, and suggestions for sharing activities.

institution. (SR)

ED 356 499 CS 508 076

Collier, Linda M.
The Use of Legalese in Non-Policy Debate Resolutions.
PUB DATE- Oct 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; Higher Education; *Jargon; Language Role; *Language Styles; Speech Communication
IDENTIFIERS- Cross Examination Debate Association; *Legal Language; Legal Vocabulary; *Nonpolicy Debate

This paper explores the use of "legalese" in non-policy debate resolutions. After defining legalese as legal jargon and terminology, the paper discusses how resolutional words and terms function within intercollegiate debate. It next deals with the purpose and practice of legal jargon within legal scholarship and practice, noting that there is increasing recognition within law schools and law offices that legalese has declining value. The paper then discusses the effect of legalese within Cross Examination Debate Association (CEDA) advocacy, maintaining that it provides much more confusion than clarity. The paper concludes that since legalese has little potential for a positive effect on students' advocacy or their future careers, and since it does not make the resolution more commonly understood, its use should be discouraged. Seventeen footnotes are included. (SR)

ED 356 500 CS 508 099

Lanigan, Richard L.
The Library and the Museum Become Tele-vision.
PUB DATE- Oct 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Higher Education; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Models; Speech Communication
IDENTIFIERS- *Discourse Communities; Foucault (Michel)

The advent of mass media in the twentieth century creates certain "ruptures," as Michel Foucault would say, in the perceptual world of human beings as they go about the everyday business of coping with a technological culture grounded in human perception as the rule for expression. Foucault proposes that people watch two tele-visions--the Library and the Museum--names which permit people to experience consciousness in a given modality as "data" (perception) and in a taken modality as "capta" (expression). The Library gives the social condition of a moral world and other people as ethical associates. The Museum is a building with icons and assorted monuments that allows people a different version of the politics of choice. The Library as a product of Modernity is documentary in its spatial desire to fix representation as a message with a regard from other industries. Invariably, the "best practices" proposed for the Australian situation appear to originate from Japan. Japanese management practices are promulgated as having abandoned the old methods of Scientific Management, offering new ways of managing workplaces in general, and schools in particular. This paper seeks to examine this proposition critically through an examination of two proposals which have been advanced as bringing "best practices" into the administration of schools. The two areas which have been given currency recently are the introduction of individual salary packages for teachers and the formation of work teams in schools. The paper concludes that these seemingly new innovations may, in fact, not differ markedly from the principles advocated earlier this century by proponents of Scientific Management. Nevertheless, they may still provide some means toward more democratic administrative practices. (Contains 51 references.) (Author)

ED 356 521 EA 024 584

Watkins, Peter E.
The Marketing of Education in a Coordinated Decentralised Context: Alfred P. Sloan Revisited.
PUB DATE- Nov 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Geelong, Victoria, Australia, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Educational Change; Elementary Secondary Education; Foreign Countries; Free Enterprise System; *Personal Autonomy; *School Restructuring; *Self Concept; Self Motivation; Social Stratification; *Social Systems; *Social Values
IDENTIFIERS- *Scientific Management; Taylor (Frederick Winslow)

This paper argues that a useful way of analyzing the current moves to locate education within a decentralized framework of schools competing for educational consumers is to return to the founders of managerialism. In particular, this paper suggests that by returning to the point of production, the "mutilated rationality" (Habermas) of constructing markets and the consumer takes on a wider meaning. An awareness of the work of people like Taylor, Casson, and Sloan will illustrate how scientific management was moved from the shop floor to the corporation and eventually into the construction of the consumer. However, it is suggested that such institutionalized individualism and glorification of the Self is likely to lead to the disintegration of the social fabric. (Contains 33 references.) (Author)

ED 356 522 EA 024 673

Carlos, Lisa; Amsler, Mary
Site-Based Management: An Experiment in Governance. Policy Briefs, Number 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Education; Outcomes of Education; Public Schools; *School Choice; State Legislation
IDENTIFIERS- California; *Charter Schools; Minnesota

Charter schools have been proposed as a compromise between public-school choice and voucher programs and as a way to promote innovation without privatizing education. The schools are largely free of bureaucratic supervision; in return, the schools agree to be held accountable for student performance levels. Two states, California and Minnesota, have passed legislation to allow charter schools. In Minnesota the legislation limits the number of charter schools to eight statewide, authorizes only licensed teachers to teach in charter schools, and restricts sponsorship to local school boards. An existing private school may apply for charter school status. California allows 100 charter schools statewide, but no more than 10 per district. In California, existing private schools are expressly forbidden from becoming charter schools. At least nine states and several cities have considered charter school initiatives. The nest way to judge the charter school movement may be to observe the variety and quality of schools that emerge in Minnesota and California over the next couple of years and how they meet the demands for deregulation, teacher empowerment, and dramatic educational changes. (MLF)

ED 356 541 EA 024 789

Tindal, Gerald; And Others
Designing Educational Programs Aligned with Reforms in Teaching and Uniform Restructuring in Education: Rationale and Basic Operating Principles. Research, Consultation, & Teaching Program Monograph No. 5.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Grade Placement; Educational Environment; Educational Objectives; Educational Policy; Holistic Evaluation; *Learning Disabilities; *Learning Processes; Models; *Nongraded Instructional Grouping; Primary Education; School Effectiveness; *School Restructuring; *Systems Analysis; Systems Approach
IDENTIFIERS- *Oregon

An increasing number of elementary school sites have begun to implement nongraded, multiage, primary developmental learning environments. Nongraded primaries are more than just a loosening of the age limits and a changing of the promotion strategies. This broad educational restructuring strategy provides a unique opportunity for creating new learning and inclusive environments as well as understanding systemic variables in schools affecting children with disabilities. The purpose of this paper is to describe the relationships among interdependent processes and resource-use strategies within the context of a specific school-reform/restructuring effort. This approach is designed to enhance system adaptability and inclusiveness as a means for achieving better educational outcomes for children with disabilities. What distinguishes this approach from previous research and development is not only the contextual focus on nongraded, multiaged primary blocks, but the systemic "holographic" and interdependent approach to school organization. This paper presents a systemic framework and theory for guiding the development, implementation, and evaluation of such reform grounded in

ED 356 559 EA 024 822

Achilles, C. M.; And Others
The Lasting Benefits Study (LBS) in Grades 4 and 5 (1990-1991): A Legacy from Tennessee's Four-Year (K-3) Class-Size Study (1985-1989), Project STAR. Paper #7.
PUB DATE- 14 Jan 93
NOTE- 20p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Greensboro, NC, January 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Class Size; Elementary School Students; Elementary School Teachers; Minority Group Children; Primary Education; Public Schools; *Small Classes; Student Development; *Teacher Student Ratio
IDENTIFIERS- *Lasting Benefits Study TN; *Student Teacher Achievement Ratio Project TN; Tennessee

A 4-year longitudinal experiment conducted in Tennessee examined class-size effects on student achievement in kindergarten through grade 3. The Student Teacher Achievement Ratio (STAR) project included more than 7,000 students per year in 79 schools in 42 school systems. Class size categories were: small class (13-17 students), regular class (22-26 students), and regular class with full-time teacher aide. Students and teachers were randomly assigned to class categories. The study found that students in small classes made significantly (statistically and educationally) greater gains than other students. In addition, minority students in small classes benefitted more than minority students in other class categories. It was also determined that gains achieved in kindergarten were maintained through third grade. Analyses showed a continuing, powerful class-size effect in all locations. However, no consistent teacher-aide effect was evident in the study. The Lasting Benefits Study (LBS) had already analysed data from a sample of STAR pupils through grades 4 and 5 in an attempt to determine whether gains STAR students achieved in small classes carried through to those grades. The LBS found that students who were in STAR small classes at least in grade 3 were statistically and educationally ahead of other STAR students. Three appendices include STAR data collection instruments, primary and extended analyses designs, and analysis of variance for cognitive outcomes. (Author/JPT)

ED 356 560 EA 024 823

Bauer, Norman J.
Essential Schools and the Basics; Resisting Technocratic Rationality.
PUB DATE- Mar 93
NOTE- 31p.; Paper presented at the Spring Conference of the Middle Atlantic States Philosophy of Education Society and the New York State Foundations of Education Association (Binghamton, NY, March 6-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Public

DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 399p.; For the final report, see EC 302 009.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Experience; *Inservice Education; Inservice Teacher Education; *Mainstreaming; Postsecondary Education; Professional Development; Program Development; *Social Integration; Staff Role; Student Characteristics; Student Needs; Teacher Role; *Training; Young Children

The materials contained in this Early Integration Training Project manual are designed for trainers who are interested in facilitating an increase in the integrated options available for young children with disabilities and their families. The training is more process than content oriented and is highly dependent upon group interactions. It provides opportunities for participants to build local linkages and to impact local issues. Key themes in the project suggest that: environments for all learners need to be emotionally secure and physically safe; learning can be enhanced through individualization; and all learners have a variety of strengths and needs. The training materials are divided into four content areas or modules: (1) "What Is Integration?" which provides information on integration and quality programming for young children with disabilities; (2) "Who Are the Children?" which provides information on the abilities and needs of young children with and without disabilities; (3) "Who Are the Adults?" which provides information on options for integrated programs and identifies the roles, responsibilities, and areas of expertise of the adult team members; and (4) "Problem Solving Strategies and Preparation for Integration" which provides solutions to identified barriers to integration. Each module comprises four sections: module text, training activities, forms for overhead transparencies, and summary papers. (JDD)

ED 356 579 EC 302 017

Teenagers at Risk: A National Perspective of State Level Services for Adolescents with Chronic Illness or Disability.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 93
NOTE- 35p.; Printed on 10 in. by 12 in. pages.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; At Risk Persons; *Chronic Illness; *Delivery Systems; Developmental Disabilities; *Disabilities; *Financial Support; Government Role; Health Promotion; Health Services; Human Services; Medical Services; Mental Retardation; National Surveys; Primary Health Care; *Public Policy; Secondary Education; Special Health Problems; State Programs; Transitional Programs; Vocational Education; Vocational Rehabilitation

This report presents the findings of a study which examined the service delivery system for adolescents with chronic illness, through a survey of 248 directors of public agencies and programs of the 50 states and the District of Columbia, with a 73 percent response rate. The seven programs surveyed within

*Friendship; Helping Relationship; Individual Development; Individual Power; Interpersonal Attraction; Interpersonal Competence; *Interpersonal Relationship; *Normalization (Handicapped); Peer Relationship

This discussion of friendship in the lives of people with developmental disabilities raises questions which probe the nature of friendship, friendship between people with and without disabilities, and the special challenges involved in making and keeping friends. First, four dimensions of friendship are identified and discussed: (1) attraction (the "something" that draws friends to one another); (2) embodiment (the particular ways people physically enact friendship); (3) power (the extent and ways in which friends can make choices about their relationship); and (4) community (the social context of friendships). The frequency and quality of friendships between people with developmental disabilities are considered, as are the special problems of friendships between people with and without disabilities. Among problems mentioned in embodying friendships for people with developmental disabilities are the practical difficulties involved in going places easily and safely as well as the lack of personal funds. Personal challenges in extending the energy to make and keep friends are discussed, including a lack of confidence and maintenance of a protective shell. Issues of power, such as the negotiation of power differences, are also considered. Finally, friendship is considered as a way to human development and as a product of friends' conscious choice to situate themselves within a "community of resistance," which counters dominant social beliefs that devalue the community's members and their relationships and which contradicts the notion that friendship must be a purely private, exclusive, and one to one affair. (Contains 58 references.) (DB)

ED 356 598 EC 302 038

Wilderness Accessibility for People with Disabilities. A Report to the President and the Congress of the United States on Section 507 (a) of the Americans with Disabilities Act.
SPONS. AGENCY- National Council on Disability, Washington, DC.
PUB DATE- 1 Dec 92
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Civil Rights Legislation; Conservation (Environment); *Disabilities; Federal Government; Federal Legislation; Government Role; *Land Use; Natural Resources; Outdoor Activities; Park Design; Parks; Physical Environment; Public Agencies; *Public Policy; Recreational Activities; Recreational Facilities; *Wheelchairs; Wildlife; *Wildlife Management
IDENTIFIERS- *Americans with Disabilities Act 1990; Wilderness Act 1964

This federally mandated study summarizes federal policies and regulations and identifies issues relevant to wilderness accessibility for people with disabilities. The report is based on review of existing federal policies and regulations; a survey of federal unit managers of the National Wilderness Preservation System (NWPS); a survey of programs and outfitters that have provided services to persons with disabilities in the NWPS; and a survey of users of the NWPS who have disabilities. The study found that three of the four federal agencies responsible for wilderness management (National Park Service, National Forest Service, and the Bureau of Land Management)

Ann pale kreyol: An Introductory Course in Haitian Creole.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communicative Competence (Languages); *Daily Living Skills; Dialogs (Language); Grammar; *Haitian Creole; *Intercultural Communication; Introductory Courses; Listening Comprehension; Phonology; Second Language Instruction; Spelling; *Uncommonly Taught Languages; Vocabulary Development

This set of instructional materials is designed to provide beginning and intermediate learners of Haitian Creole with a foundation in the phonology, grammar, and vocabulary of the language. It is intended for use by individuals wanting to communicate with monolingual Haitians. A revision of earlier materials, this set emphasizes authentic representation of Haitian language and culture, focuses on interpersonal communication needs, and uses an officialized spelling, which is explained in the introductory section. The materials consist of 25 lessons, each containing some or all of the following components: a situational dialogue, vocabulary list and exercises, notes on specific grammatical constructions, review exercises, listening comprehension practice exercises keyed to a recorded text (not included), spelling exercises, and reading texts on Haitian geography and history. Lesson topics include introductions, getting and giving directions, school and classroom, clothing, objects of daily use, families, farming, telling time, laundry, describing things, travel and transportation, self- and medical care, shopping, food and restaurants, weather, magic and superstition, community life, and polite or socially appropriate behavior. A Creole-English glossary is appended. (MSE)

ED 356 618 FL 021 028

Henry, George M.
Comprehension-Based CAI for Advanced Thai and Indonesian. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 49p.; Dot matrix appendixes have toner streaks and broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Indonesian; Inservice Teacher Education; *Instructional Materials; Language Tests; Listening Comprehension; Material Development; Program Descriptions; Second Language Instruction; *Test Construction; *Thai; *Uncommonly Taught Languages; Workshops
IDENTIFIERS- *Authentic Materials

A 1987 project to develop materials for computer-assisted instruction in Thai and Indonesian and to train teachers in their use is described. Three different sets of Thai materials based on authentic materials were developed and field tested. One concerned the layout and function of a Thai monastery compound, another was an advanced exercise in Thai political

PUB DATE- 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; Elementary School Students; *English (Second Language); Inservice Teacher Education; *Language of Instruction; Limited English Speaking; Middle Schools; Native Language Instruction; Parent Participation; Program Descriptions; Program Effectiveness; Program Evaluation; Second Language Instruction; *Second Languages; *Spanish
IDENTIFIERS- Content Area Teaching; Middle School Students; *Two Way Bilingual Education

A federally funded two-way bilingual education program implemented in New York City (New York) elementary and middle schools is described and evaluated. The program served 392 students in its second year, 158 of them limited-English-proficient (LEP) and 234 English-proficient (EP). It provided English-as-a-Second-Language (ESL) instruction to LEP students and Spanish language instruction to EP students, and content-area instruction with Spanish and English used equally in grades K-4 and English used about two-thirds of the time in grades 5-8. The project had an active parent involvement component, including ESL classes, educational field trips, and workshops involving both students and parents. Teachers could attend weekly staff development meetings and have college tuition reimbursed. The project met its objectives in ESL, content-area for LEP students, 4 of 5 staff development areas, and parent involvement. It did not meet content-area objectives for EP students, but their performance was comparable to city-wide performance. It did not meet objectives for Spanish as native and second languages. One staff development objective was not measurable. Recommendations include improved measurement of the unmeasured staff development objective or adjustment of the objective, and exploration of additional techniques to improve EP student English reading, mathematics, and Spanish reading. (MSE)

ED 356 637 FL 021 126

Nance, Kimberly A.
Recognizing Our Students' Cultural Diversity in the Foreign Language Classroom: How and Why.
PUB DATE- 25 Oct 91
NOTE- 11p.; Paper presented at the Conference of the Illinois Council on the Teaching of Foreign Languages (St. Charles, IL, October 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; Attitude Change; Classroom Techniques; *Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; Ethnicity; *Ethnocentrism; *Multicultural Education; Second Language Instruction; *Second Languages; Student Attitudes; *Student Role

It is argued that while second language teachers generally recognize the value of cultural diversity, they may not be acknowledging and taking full advantage of the diversity within their own classrooms. A variety of classroom techniques to support multiculturalism are offered. One is to examine, with student participation, both positive and negative aspects of

Presley. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee to the Judiciary. House of Representatives, One Hundred Second Congress, Second Session (April 1, 2, and 8, 1992).
PUB DATE- 93
NOTE- 699p.; Serial No. 93. Portions contain small print.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; *Bilingual Education; *English (Second Language); *Federal Legislation; Hearings; Hispanic Americans; *Language Role; Policy Formation; *Public Policy; *Voting Rights
IDENTIFIERS- Congress 102nd; *Voting Rights Act 1965

Testimony concerning amendments to the Voting Rights Act of 1965 addresses, specifically, the provisions for language assistance for Alaskan native, Asian-American, Hispanic, and Native American citizens in order that they be able to exercise effectively their right to vote. The proposed legislation would extend coverage of Section 203 of the amendments for an additional 15 years. Testimony includes the transcribed and written statements, and supporting documentation, of: legislators (Solomon P. Ortiz, Jose E. Serrano, Patsy T. Mink, Bill Emerson, Henry J. Hyde) and scholars, attorneys, and representatives of voting rights, language, and educational organizations (John A. Garcia, Jeannette Wolfley, Kevin J. Lanigan, P. George Tryfiates, Faith Roessel, Margaret Fung, Josephine J. Wang, Philip Riggin, Andrew Hernandez, Yvonne Y. Lee, Luis C. Caban, Vanessa Dixon, Eugene W. Hickok, Jr., John R. Dunne, M. Faith Burton, Frank R. Parker, Abigail Thernstrom, Theodore M. Shaw, Joaquin G. Avila, and Timothy G. O'Rourke). Supporting materials submitted for the hearings are appended. (MSE)

ED 356 657 FL 021 166

What It Means to Be an Immersion Teacher. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 92p.; For other manuals in this series, see FL 021 167-176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; Elementary Education; *FLES; *Immersion Programs; Instructional Materials; *Language Teachers; Models; Second Language Instruction; Student Evaluation; Teaching Guides; *Teaching Methods; Videotape Recordings
IDENTIFIERS- Content Area Teaching

The purpose of this manual, which accompanies a video program, is to provide an overview of four immersion teacher tasks for elementary foreign language teachers who are, or soon will be, teaching in a total or partial immersion classroom. Part of a series of video programs, this manual is intended to provide basic information, models, and examples that will assist teachers in the daily application of this information to content instruction in elementary immersion classrooms. The four tasks described (planning for instruction, delivery of instruction, evaluation of students' progress, and communication with school personnel and parents) reflect observations and experiences of immersion teachers, program

Overview and User's Guide. Lao.
PUB DATE- 91
NOTE- 44p.; For English version, see ED 344 499; for the Cambodian, Hmong, Vietnamese, and Spanish versions, see FL 800 508-512.
LANGUAGE- Lao
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; Elementary Secondary Education; English (Second Language); *Immigrants; Instructional Materials; *Laotians; Lesson Plans; *Limited English Speaking; Parent Participation; *Parents as Teachers; *Parent School Relationship; Refugees; Values
IDENTIFIERS- *Minnesota

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four instructional modules: Building the New and Old Cultures; Schools are Part of the Culture; Parents are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). The accompanying user's guide for the teacher or community worker includes an introduction to the modules, suggestions for getting started and lesson planning, and suggested activities. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (KM)

ED 356 677 FL 800 511

Pecoraro, Diane; Phommasouvanh, Bounlieng
Limited English Proficient (LEP) Parent Involvement Project. Overview and User's Guide. Vietnamese.
PUB DATE- 91
NOTE- 43p.; For English version, see ED 344 499; for the Cambodian, Hmong, Lao, and Spanish versions, see FL 800 508-512.
LANGUAGE- Vietnamese
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; Elementary Secondary Education; English (Second Language); *Immigrants; Instructional Materials; Lesson Plans; *Limited English Speaking; Parent Participation; *Parents as Teachers;

to graduate school. Specific topics cover: (1) minority enrollment trends in graduate study, (2) improving pipeline transitions for minorities, and (3) laying the groundwork for institutional cooperation in identifying and promoting talented minority undergraduates. Also provided is a synthesis of various presentations delivered at a CGS meeting by representatives of eight institutional partnerships, alliances, and consortia, as well as the written reports and groups discussions that accompanied them. These institutional partnership programs are discussed within four categories: institutions and consortia, institutions and corporations, institutions and national laboratories, and institution-institution agreements. The publication concludes with a review of the principles of effective institutional cooperation. (GLR)

ED 356 696 HE 026 351

Looney, Jacqueline
Enhancing the Minority Presence in Graduate Education IV: Models and Resources for Minority Student Recruitment and Retention.
PUB DATE- 92
NOTE- 84p.; For other documents in this series, see ED 327 083 and HE 026 349-350.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Admission Criteria; Case Studies; College Admission; Demonstration Programs; Graduate Students; *Graduate Study; Higher Education; Human Resources; Institutional Research; *Minority Groups; Models; Organizational Objectives; Program Development; Program Implementation; School Holding Power; School Policy; Strategic Planning; *Student Recruitment; Surveys
IDENTIFIERS- *Diversity (Student)

This publication explores a general model for a comprehensive program comprising identification, recruitment, retention, and graduation of minority graduate students and includes examples of specific activities carried out by a variety of institutions in support of this model. The model and examples are based on a 1992 Council of Graduate Schools (CGS) survey of university recruitment and retention programs. The model contains the following seven elements: strategic plan; institutional commitment; assessment; goals; strategies; implementation; and evaluation. Each of these features is explored in detail in its own section. The section on implementation contains 14 examples of how activities similar to those proposed in the model are implemented in a number of ways by a variety of institutions. A comprehensive list of all the activities and strategies discussed up to this point is provided as a checklist. There follows a detailed resource directory of graduate school representatives, with addresses and telephone numbers, who are responsible for the development and coordination of minority graduate student recruitment and retention programs in universities across the nation. The representatives are also listed alphabetically with institutional affiliation. Appendixes contain a profile of responses to the 1992 CGS survey of graduate minority recruitment and retention and 13 references. (JB)

ED 356 697 HE 026 352

Mauch, James E.; And Others
Emeritus Rank in Major Research Universities: Retiree Perquisites and Privileges.
PUB DATE- 93

Hospitals; Wages
IDENTIFIERS- *State University of New York
An audit was done of the Health Science Center, a teaching hospital in the State University of New York (SUNY) system at Syracuse. The audit addressed whether Syracuse has effective controls over selected payroll, equipment and inventory expenses. Syracuse reported an operating loss for 1990 of over $21 million dollars. The audit found that management's controls were not effective in ensuring that payments for certain payroll costs were reasonable and proper with the consequence that Syracuse may spend too much on staffing. To ensure that staff is available to meet patient needs, Syracuse uses an "on-call" and a "re-call" service. As a result of reviewing 499 employee timecards, the audit recommends that management implement better monitoring and control of on-call and re-call activities. Appendixes contain information on major contributors to the report, comments of SUNY officials, and State Comptroller's notes. (JB)

ED 356 716 HE 026 372

Berkowitz, Susan G.
Satisfactory Progress Rules and the Grades of Students.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Colleges; College Students; *Eligibility; Federal Aid; Federal Legislation; *Federal Regulation; Government School Relationship; *Grade Inflation; Grade Point Average; Higher Education; Standards; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- *Higher Education Act Amendments 1986
This study examined how secondary institutions define and implement institutional academic standards and progress requirements for federal financial aid recipients and how the federal requirements for academic progress affect the distribution of grades at these institutions. The study used a mail survey of a nationally representative sample of 200 two-year and four-year postsecondary institutions, and case studies of a sample of six four-year and 3 three-year institutions. The study found that the federal requirement that students receiving federal student financial assistance show a cumulative C average by the end of the second academic year has had little impact on the definition or implementation of academic standards, on aid recipients themselves, or on grades or grading practices at either type of institution. The study also found that most institutions maintain minimal academic standards consistent with or more exacting than the C average by the end of the second year, that enactment of the federal regulations has had no grade inflation impact, and that 86 percent of institutions would not change the requirements if they could. Appendixes contain information on methodology and a copy of the survey questionnaire. (JB)

ED 356 717 HE 026 373

Wurtz, Donald R.; And Others
Financial Audit: Guaranteed Student Loan Program's Internal Controls and Structure Need Improvement. Report to the Congress.
PUB DATE- 16 Mar 93

Colleges; Statistical Analysis; Universities
IDENTIFIERS- Colorado; *Diversity (Faculty); *Diversity (Student)

This report summarizes data showing trends in ethnic minority diversity in Colorado public higher education for the years 1985-86 through 1990-91. Data are reported in narrative and tabular form by ethnic group for statewide student enrollment, undergraduate transfers, degrees and certificates awarded, full-time professional employment, and full-time versus part-time faculty employment. Students with unreported ethnicity (unknowns) and Non-Resident Aliens are reported as separate categories. Among the findings reported are the following: (1) statewide transition from high school to a public Colorado college or university has increased since 1986 from 36.8 percent to 44.0 percent; (2) in 1991, 14.7 percent of public headcount enrollment were ethnic minorities; (3) ethnic minorities were under-represented at nearly every degree level in 1991; (4) overall, faculty and staff full-time employment in Colorado public higher education in fiscal year 1991 was 16 percent minority; and (5) ethnic minority percentage of in-state transfer students increased from 9.9 percent in 1985 to 12.4 percent in 1991, well below the 1990 ethnic minority population percent of 19.3. Comparison data between national and Colorado diversity are also provided, as well as the fall headcount enrollment data by student level in Colorado's institution. (GLR)

ED 356 736 HE 026 392

Flanagan, Patricia A.
Raising Standards: State Policies To Improve Academic Preparation for College.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Admission Criteria; College Admission; College Bound Students; *College Preparation; *Educational Policy; Evaluation Criteria; Feedback; Higher Education; High Schools; *Merit Scholarships; Policy Formation; Required Courses; Secondary Schools; State Aid; State Colleges

This report examines state policies and policy development activities regarding student preparation for college. Three policy areas are the focus of the analysis: (1) raising admissions requirements for public four-year colleges, (2) providing regular feedback to high schools on student preparation, and (3) establishing statewide merit aid programs. It is reported that the most common change that states imposed in admissions was the establishment of high school course requirements, followed by policies regarding academic achievement standards. The establishment of formal feedback systems to provide high schools with data on the academic performance of their recent graduates in college have been only partially fulfilled, with 24 states having no mandated policy of feedback from colleges to schools. Twenty-seven states, however, have established a policy that feedback systems should be in place and 19 of these have fully established feedback systems. Statewide merit aid programs are present in 30 states totalling 41 merit aid programs. Twenty states are considering initiatives in one or more of the three policy areas discussed, and a total of 28 initiatives are either under consideration or in development within these states. (GLR) approaches in problem solving; technology training for special educators; keyboarding-writing in the elementary school; Logo applications; hypermedia; science and multimedia; technology in teacher education; telecommunications in the elementary classroom; staff development; and multi/hypermedia: K-12. In addition, the conference proceedings contain sections on NECC '92 conference committees; society descriptions; poster sessions; and session presiders. (ALF)

ED 356 755 IR 015 974

Caillods, Francoise, Ed.
New Educational Technologies. XXVth Anniversary Workshop. Booklet No. 4 = Les nouvelles technologies de l'enseignement. Atelier du XXVe anniversaire. Cahier No. 4.
PUB DATE- 89
NOTE- 148p.; Contributions by Xavier Greffe and Haruo Nishinosono.
LANGUAGE- French; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Audiovisual Aids; *Computer Assisted Instruction; Computer Science Education; *Distance Education; Educational Media; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Technology; Multilingual Materials; Telecommunications; Vocational Education
IDENTIFIERS- France; Japan

This series deals with new educational technologies, distance teaching, and the use of computers in schools. The three contributions published in this volume examine the extent to which new technologies could provide solutions to the problems of the quality of education, the inadequate coverage of the conventional system, and its excessive cost. They also raise the question of the planning and administration of these new teaching methods. The two chapters by Xavier Greffe, written in French and briefly summarized in French and English, are "Le plan 'Informatique pour tous': un essai d'evaluation de l'experience francaise," which describes the systematic effort of the French government in 1985 to cover the educational system's needs in regard to computer science; and "L'enseignement a distance: problemes et perspectives," which traces the initial programs developed for vocational training needs in distance education that have since extended to other areas. "The Use of New Information Technology in Education: Evaluating the Experience of Japan and Other Asian Countries," by Haruo Nishinosono, provides statistics on the availability of media devices in education in Japan and data on the utilization of information technology in schools. Media specifically evaluated in this article are audiovisual devices, computers, and communication technologies in the elementary, middle, and senior high schools. (ALF)

ED 356 756 IR 015 975

Ayersman, David J.
An Overview of the Research on Learning Styles and Hypermedia Environments.
PUB DATE- Feb 93
NOTE- 18p.; Paper presented at the Annual Convention of the Eastern Educational Research Association (Clearwater, FL, February 17-23, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

describing preparations for use of electronic services from five universities; three library goals and mission statements; and documents from eight universities describing their information technology projects. (Contains 40 references.) (KRN)

ED 356 773 IR 054 418

Gorin, Marcia; And Others
Formulating a Collection Development Policy for a Selective Federal Depository in an Academic Library.
PUB DATE- Dec 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; *Depository Libraries; Federal Government; *Government Publications; Higher Education; *Library Collection Development; Library Collections; *Library Material Selection; Policy Formation; User Needs (Information)
IDENTIFIERS- Florida State University; *Library Policy

In response to its space limitations, the Robert Manning Strozier Library at Florida State University decided to reduce the size and rate of growth of its federal documents collection. The committee charged with the task decided that the first step was to codify selection/deselection procedures into a written policy. The policy had to be consistent with the library's general collection development policy and in compliance with the Superintendent of Documents guidelines for depository libraries. for reviewing the policy every 3 years. A list of seven other libraries and drew from them, as appropriate, their organization, consideration of critical factors, or language. This paper includes a copy of the final draft of the Florida State University policy, which is divided into six sections: (1) a history and description of the current collection; (2) a description of the university and community audiences served by the depository and the responsibilities and services of selective depositories; (3) selection and deselection policies; (4) guidelines for selection; (5) the weeding process; (6) a means for reviewing the policy every 3 years. A list of seven libraries that furnished the committee with copies of their depository policies is appended. (Contains 10 references.) (KRN)

ED 356 774 IR 054 419

Bailey, Gail C., Comp.; And Others
Facts about Maryland's School Library Media Programs, 1991-92.
PUB DATE- 92
NOTE- 471p.; For 1990-91 report, see ED 349 983. For 1987-88 to 1989-90 reports, see ED 354 891-893.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Audiovisual Aids; Books; Elementary Secondary Education; Evaluation Criteria; Federal Aid; Institutional Schools; *Learning Resources Centers; *Library Collections; *Library Personnel; *Library Standards; Library Statistics; Media Specialists; Microcomputers; Modems; Periodicals; Private Schools; *Program Evaluation; Public Schools; *School Libraries; Video Equipment
IDENTIFIERS- *Maryland

This collection of statistical data on school library media programs is designed to assist local educational agencies in examining their library media collections and staff according

NOTE- 169p.
LANGUAGE- English; French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Age Differences; Basic Skills; Community Size; Demography; *Family Income; Foreign Countries; Literacy Education; National Surveys; *Occupations; Reading Skills; *Self Evaluation (Individuals); *Sex Differences; Social Differences
IDENTIFIERS- *Ontario

This report is designed to present data pertaining to Ontario from the Statistics Canada "Survey of Literacy Skills Used in Daily Activities" in which 9,500 adult Canadians were interviewed and tested. (In Ontario, 2,201 adults were interviewed and tested.) It is the first comprehensive report on the state of everyday reading skills of adults in the province. In most cases, a table and a graph provide alternate ways of looking at the information. Text in shaded boxes is intended to give background information that may be helpful in interpreting the data. Text commentary on the data is designed to provide a context for it. In some cases, data are marked with a (Q) to indicate that the number should be interpreted with caution; the actual numbers on which the estimate is based are small and the variability of the estimate is quite large. In cases where the actual numbers are so small that no reliable estimate can be provided, an asterisk marks where the results would be. Data are categorized as follows: reading skill levels of Ontario as a whole and by regions of Ontario; self-assessment of everyday reading skills; education and everyday reading; age and everyday reading; gender and everyday reading; immigration, language, and everyday reading; community and everyday reading; work and everyday reading; income and everyday reading; and daily life and everyday reading (relation of reading skill to various literate, social, cultural, and civic activities). All numbers reported here are weighted estimates (with the exception of those in Appendix C) reflecting the population of the province. Appendixes include descriptions of levels used in the survey, descriptions of survey instruments, description of survey sample, and national literacy statistics form the survey. A French language version of the report is included. (YLB)

ED 356 324 CE 063 371

Dolecki, Yolanda; And Others
Field Test for Criterion Reference Test Items for Vocational Education. Final Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 29 May 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; *Criterion Referenced Tests; *Health Services; Postsecondary Education; Secondary Education; *Test Construction; *Test Items; Test Reliability; Test Validity
IDENTIFIERS- Missouri

This report describes how an advisory committee of health occupations education instructors from Missouri schools where bank is identified by eight fields: unique item number, duty area and task number (Missouri competency profile), letter of correct answer, source (author, year of publication), date, learning domain (cognitive, affective, psychomotor), writer(s)/reviewer(s), and accompanying artwork. The CRT items are categorized into 12 duties: safety, basic refrigeration, tubing and connections, basic electricity, controls, domestic refrigeration, commercial refrigeration, residential/light commercial cooling/heating, diagnosing and problem solving, fundamentals of air conditioning, customer sales and relations, and leadership. Each duty is further divided into from 1 to 30 tasks. (YLB)

ED 356 343 CE 063 410

Meyer, E. June; And Others
Nurse Assistant Instructors Manual and Resource Guide. Final Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 27 Jun 91
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Allied Health Occupations Education; Allied Health Personnel; Audiovisual Aids; Check Lists; Educational Resources; Lesson Plans; *Long Term Care; *Medical Assistants; *Nurses Aides; *Nursing Education; Postsecondary Education; Program Implementation; Resource Materials; Teaching Guides; Teaching Methods
IDENTIFIERS- Insulin; *Medication Aides; Medication Technicians

This instructor's resource manual is designed to assist nurse/instructors in four training programs: Nurse Assistant in Long-Term Care (NALTC), Medication Technician (MT), Level I Medication Aide (MA), or Insulin Administration (IA). A brief report on the project that developed the manual is presented first. Section 1 includes an article on adult instruction which contains a brief characterization of the adult learner and an exploration of the concept of goal-directed teaching of adults. Section 2 covers the following: teaching methods; the lesson plan format; media for teaching; and a common checklist for beginning any of the training programs. Forms for starting a training program are included. The NALTC training programs in section 3 contains the following: a course overview, implementation checklist, open entry/open exit model, teaching guidelines, how to challenge the course, and sample forms. Materials for the MT training program in section 4 consist of a course overview, implementation checklist, sample teaching schedule, and sample forms. The following are provided for section 5, the MA training program: a course overview, checklist for implementing the course and teaching lesson plans session by session, detailed outline of teaching lesson plans, and sample forms. A course overview and implementation checklist comprise the IA training program in section 6. Contents of the final two sections are as follows: (1) Missouri rules and regulations governing the training programs; and (2) resources, including publications, newsletters, and audiovisual materials. (YLB)

ED 356 344 CE 063 411

by examining the health, business, industrial, and technology sectors. The hypothesis could not be proven for all specific programs, but the inverse relationship held true for broad sectors in general. (Contains 78 references.) (YLB)

ED 356 360 CE 063 439

Muller, Lucienne; Steinberg, Marsha
Beyond Ageism: The Life History Approach Educates and Empowers Health Care Providers To Improve the Quality of Life of Elderly Patients.
PUB DATE- Nov 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Day Care; Adult Education; *Aging (Individuals); *Allied Health Occupations Education; *Allied Health Personnel; *Biographies; *Frail Elderly; Job Training; *Life Events; Long Term Care; Models; Old Old Adults; Personal Care Homes; Teaching Methods
IDENTIFIERS- *Life History Method

In this proposed training model for caregivers working with the frail elderly, the focus is first on encouraging participants to construct and share fragments of their lived experiences with elderly people and their beliefs about the aging process. Next, participants are asked to bring back written observations of their own work styles and working conditions in skilled nursing facilities. The model is adapted from the life history approach, an important tool for social science research in both sociology and anthropology. This radically abridged version of the approach involves oral sharing, elaboration and recording of life history events in writing, analysis, and group discussion in each session. Much current writing on use of the life history approach in adult education and training is in French by French, Canadian, and Swiss adult educators. Focus of adult educators using this approach seems to be on the education and training of adult educators and trainers. Components of the training program include the following: a program goal, objectives, design, and brief outline for three sessions that cover a life history approach to understanding conceptions of aging, understanding working with the elderly, and developing a work style. (Contains 16 references.) (YLB)

ED 356 361 CE 063 440

Mary's Story: A Curriculum for Teaching Medical Terminology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Allied Health Occupations Education; Basic Skills; Core Curriculum; Curriculum Guides; Instructional Materials; Learning Activities; Literacy Education; *Medical Vocabulary; Pretests Posttests; Teaching Guides; Teaching Methods;

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agricultural Education; Biotechnology; *Curriculum Development; *Educational Needs; Educational Research; *Educational Trends; Extension Education; Higher Education; Leadership Qualities; *Outcomes of Education; Secondary Education; Student Attitudes; Student Teachers; *Teacher Education; Vocational Followup
IDENTIFIERS- United States (South)

Selected papers are as follows: "Analysis of Factors Used in Student Evaluations of Teaching Effectiveness" (Vaughn et al.); "Assessment of the Readability Level of State Adopted High School Agriculture Textbooks" (Hitchner, Deeds); "Attitudes and Perceptions of Superintendents, Principals, Guidance Counselors, and Agriculture Teachers toward Agricultural Education Reform in Kentucky" (Brannon); "Attrition in North Carolina Secondary School Vocational Agriculture Courses as a Function of Community Characteristics" (Atherton et al.); "Comparison of Community College Vocational-Technical and Transfer Agriculture Students" (Johnson et al.); "Comparison of Teaching Performance among Middle Grade Career Exploration Teachers with Variable Certification Levels and Attributes" (Kirby et al.); "Determination of Statistical Sophistication of Research in Agricultural Education" (Zhang, Burnett); "Differences in Attitudes of Agricultural Education and Other Vocational Education Cooperating Teachers Regarding Student Teaching Expectations" (Flowers); "Early Field Experience Requirements for Preservice Agricultural Education Majors in the United States" (Deeds); "Effectiveness of Computer Assisted Instruction in a Horticulture Plant Identification Class" (Corbett et al.); "Effects of Elevated Temperatures on Reading Comprehension and Task Completion Time in the Agricultural Education Learning Environment" (Jewell et al.); "Factors Influencing Minority and Non-Minority Students to Enroll in an Introductory Agriscience Course in Texas" (Talbert, Larke, Jr.); "Follow-up Study of Graduates from the Master's Programs in Agricultural and Extension Education at Mississippi State University" (Mitchell); "Inservice Education Needs of Teachers of Pilot Agriscience Courses in Mississippi" (Newman, Johnson); "Longitudinal Study of Undergraduate Agriculture Majors" (Taylor, Johnson); "Occupational Status and Educational Needs of College of Agricultural Sciences Graduates" (Wrye, Terry); "Perceptions of Agricultural Biotechnology and Potential Effects on Agricultural Education" (Reels, Arrington); "Perceptions of University Students about Controversial Issues Related to Agriculture" (Terry, Lawver); "Pilot Evaluation of the Biotechnology in Agriculture Curriculum in Oklahoma" (Horne, Key); "Relationships between Selected High School Variables and Collegiate Academic Performance in Agriculture" (Fraze et al.); "Student Teaching Experiences for Teaching Majors in Agricultural Education" (Deeds); "Training Needs of Area Specialized Extension Agents in the North Carolina Cooperative Extension Service" (Gibson, Hillison); and "Who's in Charge Here?" (Moore, Hillison). (KC)

ED 356 379 CE 063 465

Diamond, James E., Comp.
Collaboration and Cooperation in a Global Community. Annual Meeting of the Association for International Agriculture and Extension Education (9th, Arlington, Virginia, March 18-20, 1993). Conference Proceedings, Volume IX, Number 1.
PUB DATE- Mar 93
NOTE- 220p.
LANGUAGE- English

basic skills support include older students and unemployed young people and adults. Companies who need workplace basic skills training will also seek to contract experienced providers, such as colleges. The steps in developing programs in colleges are as follows: (1) establishing a policy; (2) assessing the need; (3) providing learning support; (4) making community-based provision; (5) acquiring or developing learning material; (6) providing accreditation; (7) providing staff development and training; (8) funding; and (9) evaluating effectiveness. The Adult Literacy and Basic Skills Unit can help colleges develop basic skills work through consultancy, local development projects, staff development and training, and learning material. (YLB)

ED 356 396 CE 063 498

Rylands, Judy
Catering Upgrade. A Pack To Improve Communication, Numerical and IT Skills for NVQ.
PUB DATE- Mar 93
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Communication Skills; Competence; Competency Based Education; *Food Service; Foreign Countries; *Information Technology; Instructional Materials; Learning Activities; Mathematics Skills; Numeracy; Occupational Home Economics; Postsecondary Education; *Reading Skills; Self Evaluation (Individuals); Skill Development; Verbal Communication; *Writing Skills
IDENTIFIERS- *Catering; England; Wales

This pack of materials is designed to help students working to improve their basic skills as part of their catering course. It consists of six sections: oral communication, reading, writing, communication without words, application of number, and information technology. The individual sections of the pack are divided into task sheets and fact sheets. Each main section has a self-assessment questionnaire that the student should complete and the course tutor or basic skills specialist should check. The materials can be used by students involved in open/flexible, group, or distance learning. The material relates to specified National Vocational Qualifications Core Skills Units and Adult Literacy and Basic Skills Unit Basic Skills Standards. Fact sheets give information and teaching material useful for students working toward the units and elements of competence detailed in a "tag." In some cases, this material focuses on the underpinning knowledge and understanding required for the unit. The task sheets can be used by students to demonstrate that they can perform the activity described in the relevant competence statement or statements or give practice in the underpinning knowledge and understanding for those statements. (YLB)

ED 356 397 CE 063 499

The Cost to Industry. Basic Skills and the UK Workforce.
SPONS. AGENCY- Department of Employment, London (England). Training Enterprise and Education Directorate.
PUB DATE- Mar 93
NOTE- 42p.; Financial assistance also provided by Reed Elsevier PLC.
LANGUAGE- English

education agencies that are most critical to the JOBS program. Matrices B and C supplement Matrix A by displaying additional human services, labor, and education programs. Child care programs are covered in Matrix D. The set concludes with Matrix E, which profiles housing programs, and Matrix F, which describes tax credits. Each page of the matrices spans two pages. The key elements summarized include the following: authorization, purpose, administrative auspices, funding levels, allocation basis, match requirements, fiscal year, program year, planning cycle, nature of state plan, mandate for substate planning, rules/regulations and policies, eligibility, reporting requirements, performance indicators, coordination requirements, and other. A glossary of acronyms used in the matrices completes the document. (YLB)

ED 356 416   CE 063 527

Illinois JTPA: Great Beginnings.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Basic Skills; Career Education; Cooperative Programs; Coordination; Federal Legislation; Job Skills; *Job Training; *Program Effectiveness; *State Programs; Success
IDENTIFIERS- *Illinois; *Job Training Partnership Act 1982

This booklet presents the inspirational stories of 31 people who were served by Job Training Partnership Act (JTPA) programs in Illinois. Their stories reflect the mission and success of JTPA in Illinois and illustrate how these 31 individuals with diverse backgrounds--school dropouts, teen parents, former substance abusers, welfare recipients, the disabled, the homeless, the chronically unemployed, dislocated workers--have something in common: they turned to JTPA in search of a better life and left the program as productive members of society. Appendixes include statistics on JTPA in Illinois and telephone numbers for Illinois Service Delivery Areas. (YLB)

ED 356 417   CE 063 528

Gordon, Edward E.
The Need for Work Force Education. Fastback 350.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Literacy; Corporate Support; *Job Training; *Labor Force Development; *Literacy Education; School Business Relationship; *Technological Advancement; Vocational Education
IDENTIFIERS- *Workplace Literacy

Educational problems underlie the crisis in the high-tech workplace. Insufficient expenditures for workplace education result in low productivity. Technology requires a skilled work force; the chief competitive advantage for a nation will be its skilled workers. Workplace literacy has been a half-hearted effort. Investment of billions by U.S. business in new state-of-the-art technology will not increase productivity unless parallel investments are made in employee training. Basic literacy is a 20th-century phenomenon driven by the needs of a rewarding experience, and to improve students' academic and social achievements. School psychologists want these things for children, families, and schools: (1) being prepared to learn; (2) safe schools; (3) prevention; (4) access to services for all children and families; (5) involving the family in school; (6) schools must welcome all children; and (7) student success. School psychologists provide information and recommendations regarding specific issues to legislators concerned about the welfare of children. School psychologists conduct studies on policies affecting children and youth. School psychologists are committed to the belief that all children must be mentally and physically healthy and educated so that they may benefit from and contribute to the full social and economic rewards America has to offer, and to meet the challenges of an increasingly complex world. (ABL)

ED 356 436 CG 024 831

Pierce, Robert; Yondorf, Barbara
Juvenile Justice Reform: State Experiences. Criminal Justice Paper #4.
PUB DATE- Jun 89
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; *Community Programs; *Delinquent Rehabilitation; *Juvenile Courts; *Juvenile Justice; Public Policy; Punishment; State Programs; Youth; Youth Problems

Community-based programs in the juvenile justice system present a promising alternative to the disappointing results achieved by large institutional facilities. A diverse group of states has found that intensive, individualized services provided in small, family-like residential settings or in the juvenile's own home yield comparable or reduced recidivism rates. The success of these programs appears to depend on how well they are managed, their diversity, and their intensity, all of which may be affected by state funding decisions. Community-based programs may also reduce costs. In-home placement with intensive supervision and community-based services are especially appropriate for the large numbers of nonviolent juveniles and those guilty of lesser offenses who often have been placed in traditional institutions. The tendency to widen the net of intervention may erode some of the cost-savings. States can use objective criteria to determine juvenile placements to ensure consistency and maximize efficiency. Although most states leave placement decisions to the courts, some states vest the youth corrections agency with this authority. Special advisory groups or community and school representatives sometimes participate by making recommendations to the courts. As state legislators face a new wave of youth in their high-risk years for juvenile crime and steadily increasing juvenile justice system costs, increased reliance on community-based programs may be an important new tool to maximize rehabilitation, minimize costs, and maintain public safety. (ABL)

ED 356 437 CG 024 832

Kyle, Karla J.
Teen-Age Dating Violence.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English

improve reading comprehension and rate of reading, suggests further use of the dictionary, teaches many emergency and survival words, and introduces learners to cursive writing. (RS)

ED 356 455 CS 011 267

Morrow, Lesley M.; And Others
Promoting Independent Reading and Writing through Self-Directed Literacy Activities in a Collaborative Setting. Reading Research Report No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Cooperative Learning; Elementary School Students; Grade 2; High Risk Students; *Independent Reading; Primary Education; Public Schools; Qualitative Research; *Reading Instruction; Reading Research; Urban Education; *Urban Schools; *Writing Instruction

A literature-based reading program was introduced to 98 students in 5 second-grade classrooms in an urban school district with a socioeconomic status ranging from middle class to disadvantaged. Students were primarily African American or Hispanic. Of the total, 22% had previously been classified as "at risk" as determined by state regulations. The program had three major components: (1) systematically designed and administered classroom literacy centers; (2) a steady series of teacher-led activities involving literature; and (3) a regular schedule of independent reading and writing periods (IRWPs). Managed according to consistent and clearly explained expectations or rules, IRWPs emphasized individual student selection from a wide variety of activities and materials while offering students the opportunity to work alone or in small groups. Teachers were encouraged to serve as facilitators and participants in the IRWPs rather than as traditional teachers, although they continued to teach a separate basal reading program for their students. Research assistants collected data both by direct observation of IRWPs that they reported in field notes, and by videotaping sessions. Qualitative analysis of the data indicated positive motivation and acceptance of the program among students, including those considered "at risk," and a positive commitment to the program by all five teachers who participated. (A figure representing the contexts, processes, and outcomes fostered by cooperative literacy settings is included.) (Contains 80 references.) (Author/RS)

ED 356 456 CS 011 268

Rosenshine, Barak; Meister, Carla E.
Reciprocal Teaching: A Review of 19 Experimental Studies. Technical Report No. 574.
PUB DATE- May 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; Literature Reviews; *Reading Comprehension; Reading Instruction; *Reading Research; *Reciprocal Teaching; Standardized Tests; Teacher Behavior; *Teaching Methods

Contains 37 references. (SR)

ED 356 479 CS 213 770

Wirth, Harold E.
Classroom Applications: Will Taping and Replaying Their Speeches Help My Fourth Grade Students with Organizing Their Written Work?
PUB DATE- 93
NOTE- 26p.; Contains several handwritten pages.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiotape Recordings; Class Activities; Elementary School Students; Grade 4; Instructional Innovation; Intermediate Grades; Student Writing Models; *Writing (Composition); *Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- Childrens Writing; Process Approach (Writing); *Speaking Writing Relationship

A fourth-grade teacher developed a unit on writing designed to help his students go from oral to written text after finding that only 4 of the 22 in his classroom had the organizational and writing skills to get their ideas on paper. The basis of the unit was a unique problem which the teacher himself was trying to solve in real life; namely, how to transport a 12-foot banana plant five miles in freezing weather. Students brainstormed ideas on this "Great Banana Rescue," wrote short and simple notes on the blackboard and on index cards concerning how the "rescue" was completed, and recorded individual stories on a tape recorder. Using the format of the "Stack the Deck Program," the teacher used a prepared paragraph to illustrate proofreading techniques. Students then wrote stories based on their note cards and their tape-recorded retelling of the rescue. Students shared and discussed their stories with each other. Final copies were graded on correct order of events, then sentences, and finally spelling. Most student were able to make complete sentences, and even the weakest writers were able to recognize a few errors and correct them. Two weeks later, when students had to write a book report, almost every student chose to make notes, then a rough draft, and then a final copy. (Four "rescue" stories and two book reports written by students are attached.) (RS)

ED 356 480 CS 213 771

Enos, Theresa, Ed.
Learning from the Histories of Rhetoric: Essays in Honor of Winifred Bryan Horner.
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Higher Education; *Rhetoric; *Rhetorical Theory; Teacher Role; Writing (Composition); Writing Instruction
IDENTIFIERS- Aristotle; *Classical Rhetoric; *Historical Background; Horner (Winifred Bryan); Sappho

This collection of 11 essays honors Winifred Bryan Horner for her sustained effort to establish that the special nature of rhetoric and composition leads teachers to theorize practice specific meaning function of communication contact. By comparison, the Museum as a product of Post-Modernity is monumentary in its temporal power to fix presentation as a context with a specific meaning function of a communication code. Mass media is that technological buffet upon which people look, gaze, and desire with the visual appetite of bio-power, the appetite of the body to engage its visual world in imagination and to capture that world in the body image. (One table is included.) (RS)

ED 356 501 CS 508 147

Aitken, Joan E.; Neer, Michael R.
Multiple Approaches to Communication Program Assessment.
PUB DATE- 29 May 93
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; Communication Research; Higher Education; *Program Evaluation; *Speech Communication; *Student Evaluation; Undergraduate Students
IDENTIFIERS- *Communication Competencies

This paper discusses the development of a measure designed to assess student acquisition of communication competencies. It reports on a study assessing 180 students who took pre- and mid-program assessment tests, and the analysis of 33 questions taken from those tests. The specific components examined included critical thinking, interpersonal, decision-making, and theoretical competencies. The paper discusses results for each in detail. It concludes that testing by individual components yields information about what entering students may need in their programs and what exiting students have achieved, thus indicating that the method is viable and that it yields sufficient information to allow faculty to gain insights into the effectiveness of the program. Two tables of data are included. (Contains 15 references.) (Author/SR)

ED 356 502 CS 508 148

Cunningham, Donna W.
Audience Reaction to Emotional Issues: A Case Study of Affirmative Action at Georgetown University Law Center.
PUB DATE- Oct 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Audience Response; Case Studies; Communication Research; Emotional Response; *Higher Education; Journalism; Law Schools; Law Students; Legal Education (Professions); *Mass Media Effects; *Persuasive Discourse; *Student Attitudes
IDENTIFIERS- *Georgetown University DC

In April, 1991, Timothy McGuire, a third year student at Georgetown University Law Center, published an article in the Georgetown Weekly Law Review entitled "Admissions Apartheid," which accused the admissions office at Georgetown of admitting

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Decentralization; Educational Change; Elementary Secondary Education; *Governance; *Participative Decision Making; Power Structure; *School Based Management; *School Restructuring

Site-based management (SBM) is an increasingly popular approach to school restructuring. SBM aims to transfer authority from state agencies and school districts to committees based at schools. To garner a consensus supporting reform, these committees are to be representative of educational and community members. SBM plans are characterized by: (1) a governing body comprised of administrators, teachers, parents, and occasionally students; (2) a downward distribution of authority toward each system stakeholder; (3) a clearly articulated understanding of the scope of decision-making powers linked to desired outcomes; (4) the concept of shared accountability; (5) professional development; and (6) a plan for generating school district support and encouraging widespread participation. Research from the corporate sector suggests that participatory decision making promotes system responsiveness. Important questions remain concerning SBM's idiosyncratic and undesirable effects, its insensitivity to standard accountability measures, its ability to genuinely transform structures, and the necessary degree of specificity in designing guidelines for devolving authority. The consequences of decentralization on student performance remain unknown. An honest evaluation of policy effects is needed to reliably estimate the desirability of SBM. (TEJ)

ED 356 523 EA 024 686

Gerber, Carole, Ed.
Preserving a Quality Environment for Learning. International Symposium Proceedings (2nd, Columbus, Ohio, October 10-12, 1988).
PUB DATE- 89
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Architectural Character; *Built Environment; *Campus Planning; Citizen Participation; *College Buildings; *College Environment; *Educational Facilities Design; Higher Education; Landscaping; Social Environment; Student Participation

Designing campus environments integrates the efforts of architects, planners, landscape personnel, and administrators. At a symposium on preserving a quality environment, the concepts of planning, building, managing, preserving and questions such as: How can we plan buildings that can be readily adapted to future needs? What is the value of campus planning? What kinds of planning are most likely to be beneficial? and many more, were addressed in formal and informal presentations. Papers included: "Preserving a Quality Environment for Learning" (John Corbally) which outlines the importance of curricular discipline. "Building the University District" (Paul Reinert) examines the relationship between the university and community. "Providing an Ambience for Excellence" (Scott Girard) suggests that environmental spaces are needed to create a supportive climate. "Respecting and Managing a Campus Master Plan" (Thomas Kepple) profiles the role of physical appearance in the college selection process. "Comprehensive Planning for Unpredictable Changes" (Manfred organizational and systems theories of change. A systemic, holographic approach to school reform and restructuring is based on a conceptual framework that requires "putting the whole into the parts," rather than attempting to sum or link the parts to make a whole. (Contains 124 references.) (Author)

ED 356 542 EA 024 795

New Opportunities: A Status Report on the Summer Food Service Program for Children.
PUB DATE- Feb 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Organizations; Elementary Secondary Education; Federal Programs; *Lunch Programs; *Nutrition; *Program Effectiveness; *School Readiness; *Student Development
IDENTIFIERS- Delaware; New Mexico; *School Lunch Program; *Summer Food Service Program; Texas; Washington

During the school year, the School Lunch Program provides one-third to one-half of the nutrients low-income children consume every day. However, the rate of participation by eligible children in the Summer Food Service Program is only 15.5 percent of the target population. Created by Congress in 1968, the Summer Food Service Program is designed to provide funds for eligible sponsoring organizations to serve nutritious meals to children from needy areas when school is closed. The Community Childhood Hunger Identification Project found that about five million children under 12 years of age are hungry at some point each month. Children need sound nutrition not only for their physical development, but for their mental development as well. And children's need for nutritious meals does not end when summer vacation begins. This report contains tables on the summer food program with school-lunch attendance, growth in summer food program attendance, and growth in summer food sites for all states and the District of Columbia from July 1991 to July 1992. Also included are selected state profiles of Delaware, New Mexico, Washington, and Texas. Summer food service program reimbursement rates for 1993 and eligibility guidelines are also included. (JPT)

ED 356 543 EA 024 798

All Our Children: A Vision for New Jersey's Schools in the 21st Century.
PUB DATE- 93
NOTE- 81p.; Contains some light, small, and low-contrast print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Evaluation; Public Schools; *School Based Management; *State Government; *Student Development; *Teacher Education
IDENTIFIERS- *New Jersey; *Quality Education Commission NJ

The Quality Education Commission (QEC) was established to make recommendations about New Jersey's educational needs in the year 2000 and beyond, study the Quality Education Act, provide opportunity for public input, and advise the governor on further action to take. The lack of clear student performance goals and accurate assessment tools, together with an inefficient school structure, are partly to blame for poor student performance. The commission recommends that New Jersey

Schools; *Scientific Methodology; Teacher Administrator Relationship
IDENTIFIERS- Dewey (John); *Essential Schools; *Technocratic Rationality

In essential-schools philosophy, the purpose of education on the individual level is to instill intellectual and moral discipline. On a societal level, education's purpose is to transmit the essential portion of total heritage to students. Technocratic rationality is the belief that bureaucrats and administrators decide policy about the goals of education, while teachers determine how to achieve those goals. The combination of essential-schools philosophy and technocratic rationality has made teachers and students feel subservient to those above them. There is a growing conflict in education between functionalist and neo-Marxist constructs. This conflict can be seen in disagreements over gay and lesbian literature in schools, sex education, birth control, and religion and school entanglements. Technocratic rationality was established in public education in the 1890s when it was determined the purpose of education was to create a moral, independently thinking, working individual. At the same time, John Dewey was developing his theories that promoted methods of science in education. However, Dewey's scientific principles were misapplied and teachers and students became objects to control and manage. A significant dialectical tension continues between traditionalists and the more liberal empirical-naturalistic, pragmatic, student-centered claims. Reference notes are included. (JPT)

ED 356 561 EA 024 824

Achieving Excellence through the Middle Level Curriculum.
PUB DATE- 93
NOTE- 30p.; A product of NASSP's Council on Middle Level Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Curriculum Design; *Curriculum Development; Individual Differences; Individualized Education Programs; Intermediate Grades; Junior High Schools; *Middle Schools; *Student Development
IDENTIFIERS- *Early Adolescents; *Middle School Students

High expectations and appropriate standards for learning and achievement are important to any curriculum plan. The need for curriculum to meet developmental needs is particularly important for middle-level students. Middle-level students are unlike any other age group and are internally varied. Not all middle-level students need the same things at the same time to the same extent. Also, learning success cannot be realistically measured with a single performance assessment. Current middle-level curriculum does not meet the needs of students. And moves toward a national curriculum and testing program threaten to further damage the education of impoverished and minority youth. Systematic, comprehensive curriculum planning that allows individual progress toward desired goals is needed to meet the special needs of middle-level students. Educators must determine how the purposes of elementary, middle level, and high schools differ. Also, should the developmental differences between these students determine curriculum differences? A each state were Maternal and Child Health Programs, Children with Special Health Care Needs Programs, Adolescent Health Coordinators, Departments of Special Education, Mental Retardation/Developmental Disabilities Programs, Developmental Disabilities Councils, and Vocational Rehabilitation Services. Study findings are analyzed in terms of which services are currently available to adolescents, which programs are emphasized, which agencies should provide services to adolescents with chronic illness or disability, identification of major issues, and preparation for the future. Key findings include: (1) adolescents are not considered a priority either for funding or programming; (2) specialty medical services appear to be universally available but primary health care and psychosocial and health promotion services are not; and (3) the three most important factors limiting successful transition to adulthood were insufficient transition planning, transportation/location of service, and vocational training. Seven policy recommendations are offered. (JDD)

ED 356 580 EC 302 018

Canter, Andrea, Ed.; Dawson, Peg, Ed.
Directory of Alternative Service Delivery Models. Second Edition.
PUB DATE- 89
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Consultation Programs; Cooperative Learning; *Delivery Systems; *Disabilities; Early Intervention; *Educational Innovation; Elementary Secondary Education; *High Risk Students; Mainstreaming; Mental Health Programs; Models; *Nontraditional Education; Program Descriptions; Program Effectiveness; Program Evaluation; Referral; Special Education; Transitional Programs

This directory offers a sampling of 74 programs that offer alternatives to traditional special education models for children with disabilities and at-risk children. The programs are classified into nine broad categories of program designs and emphases: (1) alternative curriculum/instructional strategies; (2) instructional management systems; (3) cooperative learning/peer support programs; (4) cooperative teaching programs; (5) alternative referral/consultation models; (6) alternative mental health support services; (7) alternative early intervention programs; (8) integration/transition programs; and (9) comprehensive restructuring of education. The chapter for each category begins with a brief description of the common features of the programs in that section. Programs reporting formal evaluation data supporting effectiveness and/or representing a large-scale approach with implications well beyond the local implementation are described in detail. The information, which is provided under the name of the state in which it is located, includes facts on funding, personnel, target population, referral procedure, costs and special equipment, evaluation, and replication, as well as extensive program descriptions. Other programs which provided less formal outcome data are presented as brief summaries. Two alphabetical listings are included, one of programs by states in which they are located and one by program title. (Contains approximately 200 references.) (JDD)

ED 356 581 EC 302 020

McLaughlin, Margaret J.

have policies allowing the use of wheelchairs within the NWPS, though the Forest Service policy does not allow the use of electric (motorized) wheelchairs. The fourth federal agency, the Fish and Wildlife Service, intends to adopt policies similar to those of the other land-managing agencies. Managers of NWPS units estimated that a total of 16,767 people with disabilities use the NWPS each year. A significant majority of survey respondents with disabilities very much enjoy the NWPS, and 76 percent do not believe that the restrictions on mechanized use stated by the Wilderness Act diminish their ability to enjoy the wilderness. People with disabilities appear to visit the NWPS in the same ways and for the same reasons that people without disabilities do. Five recommendations for federal policy and procedures conclude the report. Appendixes contain copies of surveys and cover letters, tabulations of survey responses, a list of study participants, and biographies of members and staff of the National Council on Disability. (JDD)

ED 356 599   EC 302 039

Ireton, Harold R.
Child Development Inventory Assessment of Children's Development, Symptoms, and Behavior Problems.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Behavior Problems; *Behavior Rating Scales; *Child Development; Chronic Illness; Developmental Disabilities; *Developmental Stages; Early Childhood Education; Emotional Problems; *Evaluation Methods; Handicap Identification; *Parent Participation; Rating Scales; Standardized Tests; *Test Validity; Young Children
IDENTIFIERS- *Child Development Inventory

The Child Development Inventory (CDI), a restandardized version of the Minnesota Child Development Inventory, is completed by parents to measure the developmental progress of their children ages 15 months to 6 years or children judged to be functioning in that age range. It measures present development in eight areas: social, self-help, gross motor, fine motor, expressive language, language comprehension, letters, and numbers. It also measures parents' concerns about the child's vision and hearing, health, and growth as well as development. It includes items to measure various behavior and emotional problems of young children, and an index of overall development. The CDI was standardized on a sample of 568 children ages 1-6 from South Saint Paul, Minnesota, a 95% white working class community. The CDI's validity was determined by examining results for norm group children at younger and older ages, by comparing their CDI results to psychological test results, and by examining CDI results for children with developmental and other problems. Data indicate that parents' CDI reports correlate with children's age, with children's achievement of reading and math skills in kindergarten, and with placement in early childhood special education. For children with chronic illnesses, the CDI results suggest relationships between their health problems and their development and adjustment. An appendix contains descriptions of child development inventories related to the CDI. (Contains 15 references.) (JDD)

ED 356 600   EC 302 040

science, and the third was an exercise in Indonesian-to-English translation from taped speech, a format selected from three that were field tested. The Indonesian test development and teacher training workshop occurred during the 1987 Southeast Asian Studies Summer Institute (SEASSI). The final project report gives an overview of the project and its results and contains more detailed appendixes. The first outlines the formative evaluation of three types of Indonesian tests (a vocabulary drill, interactive exercise in translation from taped speech, and interpretation of a spoken narrative) and describes the SEASSI teachers' workshop. The second appendix contains a dot-matrix printout of artist's drawings used in interactive lessons on the Thai temple complex. Appendix 3 contains a summary of the listening proficiency examination's development, reprinted from a journal article. The fourth appendix is a reprint of a book chapter describing the Northern Illinois University's Foreign Language Instruction Station (FLIS) instructional computer network. (MSE)

ED 356 619 FL 021 029

MacDonald, William L.
Preparation of Programmed Chinese Language Materials. Final Report.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 10 Aug 85
NOTE- 35p.; THe PLATO Keyset (Appendix I) is incomplete.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; *Chinese; *Computer Assisted Instruction; *Courseware; Language Skills; Learning Modules; Material Development; *Programed Instructional Materials; Programing; Reading Materials; Second Language Instruction
IDENTIFIERS- *PLATO

A project to convert part of a Chinese language course ("Standard Chinese: A Modular Approach") to the PLATO computerized teaching system is reported. The project involved: (1) transcribing all the first sequence audiotapes for the first six instructional modules (these tapes present the material of each lesson); (2) rewriting the lesson management system or student router; (3) conversion of the audio materials, transfer of English text to the computer, writing/converting tape exercises, creating and adding graphics, and integration and debugging; (4) development of reading materials; (5) adaptation of tests and production of accompanying audio disks; (6) integration and modification of materials developed in an earlier project; and (7) evaluation and testing of the completed materials. The procedures used are outlined and results are discussed. Budget and staffing are also described. Materials appended to the report include: a diagram of a PLATO keyboard; menus for the new lesson management system; screen pages presenting the initial exchange in lesson two of the biographic information module (comprehension); and screen pages for production of the initial exchange in lesson two of the biographic information module. (MSE)

ED 356 620 FL 021 092

Tabuki, Masatoshi; Shimatani, Hiroshi
Connective Choice between Native and Japanese Speakers.
PUB DATE- 91

ethnocentrism and to develop an early respect among students for their own culture rather than focusing first on the target culture. Then the teacher can begin to help students move from a limited tolerance of differences to an appreciation of diversity. This includes exposure to a variety of manifestations of the target culture and presentation of a role model with enthusiasm and commitment. A sincere effort to integrate the student's own culture into classroom communication can also be useful in bringing students into the target culture, but the effectiveness of this approach depends on the teacher's style. Another is to highlight the usefulness of second language skills and cultural knowledge, particularly in helping students gain sophistication, to which they naturally aspire. Yet another approach is to make the students' own culture an object of study, encouraging comparison with similar aspects of the target culture. (MSE)

ED 356 638 FL 021 127

Khaldieh, Salim A.
Phonological and Visual Processes in Word Recognition by American Learners of Arabic as a Foreign Language.
PUB DATE- 5 Dec 91
NOTE- 26p.; Paper presented at the Annual Meeting of the National Conference on Reading (Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; *Auditory Discrimination; Comparative Analysis; Error Patterns; Language Processing; Microcomputers; Native Speakers; Non Roman Scripts; Phoneme Grapheme Correspondence; *Phonology; Reading Instruction; Second Language Learning; *Second Languages; Uncommonly Taught Languages; *Visual Discrimination; *Word Recognition

A study investigated the roles of phonological encoding and visual processes in word recognition in American learners of Arabic as a foreign language. Subjects were 36 individuals with proficiency ranging from beginning to native. Two experiments in word recognition were conducted, one at word and one at sentence level. At each level, the word recognition task was either phonological or visual. Both experiments were conducted with a personal computer. Results show the learners of Arabic used both visual and phonological strategies to assess Arabic words at both word and sentence levels, continuing to make incorrect judgments through all proficiency levels as manifested in both visual and phonological errors. As reading proficiency increased, error rates of both phonological and visual tasks decreased. Phonological errors were virtually absent in native speakers, and visual errors were infrequent. Recommendations for instruction include: (1) emphasis on critical sounds and letters that may cause confusion in identification; (2) encouragement of a learning strategy using phonology plus spell-checking, especially at lower reading levels; (3) attention to vocabulary and structures that contain critical sounds or have high visual similarity in context; and (4) maximum manipulation of the linguistic codes, especially at lower reading levels. (Contains 27 references.) (MSE)

ED 356 639 FL 021 130

Asi Fue 1992 Ed Espana . (Such Was 1992 in Spain).
PUB DATE- Mar 93
NOTE- 40p.; Cover title (this year only): "Materiales Quinto

coordinators, administrators, and researchers combined with knowledge gained from second language acquisition theory. This video program has been designed to be viewed in sections and is not intended to be viewed from beginning to end in one sitting. It may be used by teacher trainers as a component of immersion teacher training programs or as an independent study program by individual teachers who have limited access to immersion training opportunities. (VWL)

ED 356 658 FL 021 167

Foreign Language Immersion: An Introduction. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 96p.; For other manuals in this series, see FL 021 166-176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Administrator Role; *Educational Objectives; Elementary Education; *FLES; *Immersion Programs; Language Acquisition; *Language Research; *Language Teachers; Models; Parent Role; Program Descriptions; Second Language Instruction; Teacher Role; Teaching Guides; Videotape Recordings

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual provides definitions, results, and answers to the most commonly asked questions about immersion programs. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the information in the section "Background Reading," and then view the video program and complete the related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the activities in the manual. The teacher activities included in this manual focus on the following: immersion program models; immersion programs in the United States; goals of immersion; the roles of teachers, administrators, and parents in immersion education; advantages of elementary school programs; membership organizations; and publications. (Answers to 20 commonly asked questions and research and evaluation studies are includes.) (Contains 18 references.) (VWL)

ED 356 659 FL 021 168

Second Language Acquisition in Children. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 99p.; For other manuals in this series, see FL 021 166-176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Age; Caregiver Speech; Elementary Education; Error Correction; *FLES; Grammar; *Immersion Programs; Language Acquisition; Language Aptitude; *Language Teachers; Learning Motivation; Linguistic Input; *Linguistic Theory; Oral Language; Second Language Instruction; *Second Language

*Parent School Relationship; Refugees; Values; *Vietnamese People
IDENTIFIERS- *Minnesota

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four instructional modules: Building the New and Old Cultures; Schools are Part of the Culture; Parents are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). The accompanying user's guide for the teacher or community worker includes an introduction to the modules, suggestions for getting started and lesson planning, and suggested activities. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (KM)

ED 356 678 FL 800 512

Pecoraro, Diane; Phommasouvanh, Bounlieng
Limited English Proficient (LEP) Parent Involvement Project. Overview and User's Guide. Spanish.
PUB DATE- 91
NOTE- 44p.; For English version, see ED 344 499; for the Cambodian, Hmong, Lao, and Vietnamese versions, see FL 800 508-511.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; Elementary Secondary Education; English (Second Language); *Immigrants; Instructional Materials; Lesson Plans; *Limited English Speaking; Parent Participation; *Parents as Teachers; *Parent School Relationship; Refugees; *Spanish Speaking; Values
IDENTIFIERS- *Minnesota

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Rank (Professional); *Aging in Academia; *Faculty College Relationship; Fringe Benefits; Higher Education; Personnel Policy; Research; Research Universities; *Retirement Benefits; *School Policy; Surveys
IDENTIFIERS- *Emeritus Professors

This report summarizes rights and privileges provided to faculty retirees and emeriti of research universities, and presents results from a questionnaire sent to American Association of Universities (AAU) institutions (46 of the 60 members responded) concerning their ranking in desirability of 48 privileges, services, opportunities, rights, and eligibilities extended to retired faculty. Results indicate that there were no broadly and strongly held views about the appropriateness of any of the 48 rights and privileges under consideration whether they were considered for emeriti only or faculty retirees as a group. No single set of rights or privileges turned out to be overwhelming favorites. In addition, various policies regarding retirees and their rights and privileges were asked on the questionnaire, and these results are also discussed. They indicate that, in the AAU institutions, there seems to be a modest advantage to having emeritus status. The results show no institution being committed to any one position on the issue of retirement. (GLR)

ED 356 698 HE 026 353

Blom, Nancy S.; Olsen, Tammey
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education: July 1, 1991-June 30, 1992.
PUB DATE- Mar 93
NOTE- 76p.; For the 1990-91 report, see ED 343 486.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Associate Degrees; Bachelors Degrees; Colleges; *Degrees (Academic); Doctoral Degrees; Fees; *Graduate Study; Higher Education; *Majors (Students); Masters Degrees; Postsecondary Education; Private Schools; Public Schools; Tuition; Two Year Colleges; *Undergraduate Study; Units of Study; Universities
IDENTIFIERS- Classification Of Instructional Programs; *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 1991-92 in North Dakota's public and private postsecondary institutions. Institutional programs are coded in accordance with the Classification of Instructional Programs (CIP Code) system. Programs are organized by level of offering: 1- and 2-year, bachelor's, or graduate. Also included are program completions by institution per level of offering, and by field of study per level of offering in the academic years of 1981-82, 1990-91, and 1991-92. Additionally, data on each institution is presented, including the institution's address, chief administrator, and school type. Also included is data on the highest level of program offerings at North Dakota colleges and universities; and a list of institutional charges (tuition, fees, room and board) for the 1992-93 academic year. (GLR)

NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Educational Finance; Federal Aid; Federal Programs; *Financial Audits; Higher Education; Loan Default; *Program Evaluation; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Accounting Systems; Department of Education; Guaranteed Student Loan Program; *Guaranty Agencies

An evaluative study was done of the Department of Education's system of internal accounting controls over the Federal Family Education Loan Program, known as the guaranteed student loan program. The study evaluated internal control systems, the structure of the program with respect to the role of guaranty agencies, and the Department's ability to oversee the program and implement corrective actions. The audit included reviewing procedures at 10 of the largest guaranty agencies, the procedures of 46 randomly selected lenders, the Department's accounting systems, examination of selected transactions, and review and documentation of the Department's policies and procedures. The study found that there are material weaknesses in the Department's ability to obtain accurate and reliable data on the loan program, that there is inadequate oversight of guaranty agencies and lenders, and that there are weaknesses in the Department's controls to ensure the accuracy of its financial and other program data. The audit also identified serious problems in the program's structure. Guaranty agencies assume little financial risk and are not compensated in a way that provides sufficient incentives to prevent defaults. It is noted that some corrective actions are under way. Appendixes contain details of study methodology, comments from the Department of Education, and information on major contributors to the report. (JB)

ED 356 718   HE 026 374

Byce, Chuck; Schmitt, Carl
Quality of Responses in the 1987 National Postsecondary Student Aid Study. Technical Report. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Colleges; College Students; Data Analysis; Demography; Higher Education; *National Surveys; Parent Financial Contribution; Parents; Paying for College; *Responses; Student Financial Aid; Tuition; *Validity
IDENTIFIERS- *National Postsecondary Student Aid Study

An analysis was done of the quality of the data supplied by respondents to the National Postsecondary Student Aid Study, 1987 (NPSAS:87). The NPSAS:87 was a large-scale survey that obtained extensive data on the educational, demographic, and financial aspects of postsecondary students and their parents. The study compared the responses to similar questions asked of the three groups of respondents to determine the consistency and validity of responses. In particular comparisons were made for similar items between students and institutions, between parents and institutions, and between parents and students. The analysis found the following: (1) good correspondence was found between student and institution respondents for factual

ED 356 737 HE 026 393

Hines, Edward R.
State Higher Education Appropriations, 1991-92.
PUB DATE- Apr 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Finance; *Financial Support; *Fiscal Capacity; Higher Education; *Resource Allocation; *State Aid; State Colleges; Statistical Data; Tax Allocation; Trend Analysis

This report provides state-by-state figures concerning tax appropriations for the operating expenses of state colleges and universities. Included are an overall analysis of the recent 2-year changes in appropriations, an analysis by geographical region, and the trends in state support. Also highlighted in this analysis are the appropriation levels of states with the highest industrialization and the densest populations, and whose systems of higher education appropriate more than $1 billion to higher education each year. This report shows 12 states meeting these criteria. Statistical data (comprising nearly three quarters of the report) represent only the state tax appropriations, not actual expenditures. In addition, the data include appropriations for state coordinating or governing boards for selected statewide programs administered by those boards, for state scholarship agencies, or for private or independent institutions. Data do not include appropriations for debt service or for capital outlays. Revisions to original appropriations are also included. Overall, it is reported that while state governments appropriated $40 billion to the nation's colleges and universities for fiscal year 1992, revenue capacity in 1992 was a major problem for states, given the increased demands for state resources and the negative effect of a nationwide recession. (GLR)

ED 356 738 HE 026 394

Davis, Jerry S.; And Others
State Funded Scholarship/Grant Programs for Students To Attend Postsecondary Educational Institutions. 24th Annual Survey Report 1992-93 Academic Year.
PUB DATE- Mar 93
NOTE- 186p.; For the 1991-92 report, see ED 343 496.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Policy; Black Students; College Students; Comparative Analysis; Eligibility; Higher Education; Hispanic Americans; Low Income Groups; Need Analysis (Student Financial Aid); Postsecondary Education; Private Colleges; Public Colleges; *Scholarships; State Agencies; *State Aid; *State Programs; Statistical Data; *Student Financial Aid; Surveys; Trend Analysis; Undergraduate Students
IDENTIFIERS- *National Assn of State Scholarship Grant Programs

The annual survey of members of the National Association of State Scholarship and Grant Programs (NASSGP) collected data on state and territory funded scholarships and grants awarded to undergraduate and graduate students. The following are among the conclusions resulting from the survey: (1) states expect to

(150)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Style; *Computer Assisted Instruction; Concept Formation; Field Dependence Independence; *Hypermedia; Information Processing; Learner Controlled Instruction; Learning Modalities; *Learning Theories; Research Needs; Schemata (Cognition)
IDENTIFIERS- Conceptual Frameworks

The purpose of this paper is to provide a conceptual foundation for the development of hypermedia as an instructional tool for addressing individual learning style differences. Various learning theories and their relationship to hypermedia are examined, including information processing theory, semantic networks, concept webbing/mapping, frames/scripting, and schema theory from the works of Piaget. Theory and learning styles are then addressed, including Witkin's field dependence and field independence, Kolb's learning styles, multidimensional learning styles, sensory modalities, and brain hemispherity. Research on the application of CAI/HAI (Computer Assisted Instruction/Hypermedia Assisted Instruction) and learning styles is reviewed. Differences between CAI and HAI are noted, and areas for future research are suggested. (Contains 61 references.) (ALF)

ED 356 757 IR 015 976

Avalos, Beatrice, Ed.
Distance Education in Papua New Guinea.
PUB DATE- 91
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Developing Nations; *Distance Education; Economic Factors; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Library Education; Mathematics Education; Models; *Nontraditional Education; Program Evaluation; Science Education; Social Sciences; Teacher Education
IDENTIFIERS- *Papua New Guinea

The theme of this special double serial issue is "Distance Education in Papua New Guinea." The following articles are featured: (1) "Distance Education in Papua New Guinea" (John Lynch); (2) "Distance Education in Papua New Guinea: Context, Issues and Prospects" (Michael Crossley and Richard Guy); (3) "Distance Education at the University of Papua New Guinea: Issues and Developments" (Howard Van Trease); (4) "Distance Education and the Professional Development of Teachers in Papua New Guinea" (Michael Crossley); (5) "Past and Future Distance Education Models of the Advanced Diploma in Teaching--Goroka Teachers' College" (Norma Simpson); (6) "Up There with the Angels: Provincial University Centers in Papua New Guinea" (Graeme Kemelfield); (7) "Distance Education at the Pacific Adventist College: An Evaluation" (Laurie Meintjes); (8) "What Matters in Face-to-Face and Distance Learning of Matriculation Mathematics?" (Gurcharn Singh Kaeley); (9) "The Economics of Distance Education" (Gerard Guthrie); (10) "Distance Education, Text and Ideology in Papua New Guinea" (Richard Guy); (11) "Developments and Directions in Social Science Distance Education at the University of Papua New Guinea" (Anne Crossley); (12) "Distance Education and the Education of Librarians in Papua New Guinea--A Note on Planned Developments" (John Evans); (13) "Teaching Science by Distance Education: A Perspective" (Geryk John); (14) "Distance Education in Papua New Guinea: Access, Equity and Funding Issues at the College of to the recommendations in "Standards for School Library Media Programs in Maryland." Information on library media centers in nonpublic schools and institutions is also provided. Holdings secured with federal funds and on loan to the nonpublic schools appear on the nonpublic school pages. Collection and equipment statistics are provided by individual public and nonpublic schools. Equipment for which data are presented includes microcomputers, printers, modems, CD-ROMs, photographic/video equipment, microforms, projectors, and audio equipment. Summary statements list, by county and by public and nonpublic schools, the number of books, periodicals, and nonprint materials purchased with nonfederal funds and those purchased with ECIA Chapter II funds. The number of professional and support personnel is listed for system level public school library media centers. Information about institutional libraries is presented in the areas of media collection; number and percentage of items by institution for meeting state criteria for collections; and the number of institutions meeting state criteria for staffing of school library media centers. (KRN)

ED 356 775 IR 054 420

Burnheim, Robert
Information Literacy: The Keystone of the Bridge.
PUB DATE- Oct 92
NOTE- 15p.; Paper presented at the TAFE National Conference on Student Services (Brisbane, Australia, October 14-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competency Based Education; *Course Integrated Library Instruction; Foreign Countries; *Information Literacy; Information Sources; *Library Role; *Library Services; Postsecondary Education
IDENTIFIERS- *Information Skills; Librarian Teacher Cooperation; TAFE (Australia)

This paper discusses information literacy skills and procedures for breaking information resources into their component data. The paper draws on the work of two Australian committees to establish the importance of these skills and briefly describes a research project on library services required to support the delivery of competency-based training curriculum. Structures and strategies for breaking information into component parts and recombining those parts are identified, and a list of information competencies developed by Michael Marland is included. The concluding section suggests that librarians and teachers should work together to provide students with materials and activities that will enable them to develop information skills. Four charts that can be used for information retrieval are appended. (KRN)

ED 356 776 IR 054 426

Pattie, Ling-yuh W.; Lach, Michael
System Migration in ARL Libraries. SPEC Kit 185.
PUB DATE- Jun 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

tests were given statistically analyzed test items for health services assistant for reliability and validity and then revised the test items. Seventy-five sets of test item booklets were printed. Four test booklets and a computerized test bank were prepared for use in the health services assistant programs in the state. The four test booklets, each consisting of 100 multiple-choice questions, and an answer key are provided. (KC)

ED 356 325 CE 063 376

Custom Sewing, Modules One, Two, and Three. Instructor Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 535p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing Instruction; Competence; Competency Based Education; Course Content; Fashion Industry; Learning Modules; Lesson Plans; *Needle Trades; Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; State Curriculum Guides; Teaching Guides; Teaching Methods; Test Items; *Textiles Instruction; Transparencies; Units of Study; Vocational Education

This document consists of three modules designed for a custom apparel and garment sewing program teaching students to construct, alter, and prepare garments and home fashions to customer specifications. Each module includes some or all of the following components: performance objectives, lesson plans, suggested activities, information sheets, transparency masters, handouts, assignment sheets, job sheets, a unit test, and answers to the unit test. All units are competency based and cross-referenced to a competency profile at the beginning of the module. Module One covers the following units: (1) fabrics and textiles; (2) adjusting the home sewing machine; and (3) overlock machines. Module Two covers: (4) construction techniques; (5) applying fasteners; (6) applying trims and finishes; (7) windows and beds. Module Three covers: (8) measuring and fitting problems; (9) altering ready-made products; and (10) altering flat patterns. Two appendixes in each module consists of the following: (1) a list of resources including 22 books and curriculum guides, 7 sets of leaflets, 9 sources of videos and the titles available from each, 2 sources of computer software and the programs available from each, and 5 sewing publications; and (2) a glossary of 200 sewing terms. (KC)

ED 356 326 CE 063 380

Kearns, Donna; And Others
Vocational Counselor for Special Populations Manual. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 179p.; Revised by Iva V. Presberry.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Edelson, Paul J.
The Dynamics of American Adult Education.
PUB DATE- 13 Mar 93
NOTE- 23p.; Paper presented to the Graduate Program at the
  University of Florence, Department of the Science of Education
  (Florence, Italy, March 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Continuing Education; Educational
  History; Educational Objectives; Educational Philosophy;
  Educational Policy; Educational Practices; *Educational
  Principles; *Educational Theories; Elementary Secondary
  Education; Federal Government; Government School Relationship;
  *Higher Education; Public Schools; *Retraining; School Business
  Relationship; School Districts; *School Role; Staff
  Development; State Programs

Adult education in the United States is again beginning to emerge as a potentially important dimension of national policy as a way to retrain the work force to be internationally competitive. Skepticism has been expressed about what "retraining" actually means. Federal government initiatives for adult and continuing education have been few and far between, so the dynamic that animates continuing education programs is not found at the federal level. Workplace continuing education shows a bias toward programs for upper and middle management. A more worker-driven dynamic that creates more educational opportunities for more employees is in its infancy. Business and industry continuing education is very loosely coupled with public education on a contractual basis. State programs are usually "terminal" with few direct linkages or articulation with other formal education. The state-funded public school programs provide "adult education" that is basic, remedial, and inescapably lower class. Adult educators in public school value making money and view colleagues as competitors. Some principles of continuing higher education are an institutional focus and a professional focus. The culture of continuing education professionalism has developed belief systems or "cults" to gain acceptance for adult education: the cults of the academy, corporation, student, and professionalism. (Contains 14 references.) (YLB)

ED 356 345   CE 063 418

Alpena Community College Workplace Partnership Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 176p.; Some pages contain handwritten samples and broken
  print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports -
  Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult
  Literacy; *Basic Skills; Community Colleges; Competency Based
  Education; Cooperative Programs; Educational Cooperation; *Job
  Skills; Labor Force Development; *Literacy Education; Material
  Development; Program Development; *Program Effectiveness;
  Program Evaluation; *Program Implementation; *School Business
  Relationship; Staff Development; Student Attitudes; Two Year
  Colleges
IDENTIFIERS- Alpena Community College MI; *Workplace Literacy

*Vocabulary Development; *Vocabulary Skills

This packet of materials for a class on medical terminology consists of a collection of stories with highlighted vocabulary, teacher's guide, and student's guide. The materials teach medical terms in a series of stories about a woman named Mary Consola. Each story begins with a list of word parts that will be learned; after the story, new word combinations are listed. A glossary is provided. The teacher's guide discusses the three components of each lesson in the core curriculum: before, during, and after reading activities. Teaching strategies are suggested, and additional review activities are described. The student's guide consists of reproducible informational sheets and activities. An introduction discusses language changes, a short history of the English language, a short history of medical language, and vocabulary building through learning word parts. Reproducible activities are then presented for 13 lessons. Pre/posttests are also provided. (YLB)

ED 356 362 CE 063 442

Managing Learning. The Role of the Recording of Achievement.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Continuing Education; Educational Administration; *Educational Quality; Foreign Countries; *Management Systems; Models; Outcomes of Education; Postsecondary Education; Profiles; Program Evaluation; *Records Management; *Strategic Planning; Student Development; Student Educational Objectives; *Student Evaluation; Student Records; Student Role; Teacher Role; Technical Institutes; Vocational Education
IDENTIFIERS- Great Britain

This publication describes a powerful system for managing students' learning and enhancing the quality of programs in British colleges of further education. The system described is for full-time students because that is the clearest way of exemplifying the practical form such a system would take. It discusses these basic principles: students need recognition and encouragement, learning and achievements are not limited to qualifications, and learning needs to be managed. A two-page overview of the learning management system indicates which chapters provide detailed information on different aspects of the system. Each chapter begins with an outline. More detailed "notes" follow. The chapter on designing the system considers the structure of the system, finding the resources, and the role of managers. The following chapter focuses on what happens in the system: the role of the personal tutor, the role of the teacher, conducting a planning and review session, specifying achievements and learning targets, and the summary document. A chapter on managing quality discusses the quality of the college's courses and the quality of the learning management system. The publication concludes with a description of the origins and development of the thinking behind records of achievement, action plans, and profiles. (YLB)

ED 356 363 CE 063 443

A Basis for Credit? Developing a Post-16 Credit Accumulation and

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Comparative Education; *Curriculum Development; Developing Nations; *Extension Education; Farmers; Farm Management; Foreign Countries; *International Education; Marketing; Postsecondary Education; Secondary Education; *Teaching Methods; Vocational Education; Work Attitudes
IDENTIFIERS- *Africa; *India; Jamaica; Latin America

This conference proceedings presents the following papers: "Some Thoughts on Agricultural Education and Training in a New South Africa" (Bembridge); "Do Zimbabweans Want Agricultural and Extension Education?" (Steele et al.); "Perceived Professional Competencies Needed by Extension Specialists and Agents in Khorasan State of Islamic Republic of Iran" (Pezeshki-Raad et al.); "The Need for a New Approach to Agricultural Higher Education in Latin America" (Sherrard); "Influence of Mexican Agrarian Policy on Rural Outmigration" (Corroy, Ukaga); "Agricultural Supply and Equipment Business and Its Socio-Economic Impacts on a Rural Community...in Mali" (N'Diaye, Lawrence); "Structural Transformaton in the Indian Agrarian Sector" (Radhakrishna, Yoder); "Assessment of the Farming Systems Research/Extension Approach to Technology Transfer among Resource-poor Farmers in the Middle-Belt Region of Nigeria" (Alonge, Martin); "The World's Largest Extension System: Extension in China" (Bartholomew); "Agricultural Extension Problems as Perceived by Extension Officers in Imo State of Nigeria" (Ukaga, Radhakrishna); "Assessment of Motivational Factors Affecting Central and Eastern European Students Participation in Practical Agricultural Exchange Programs" (Jones); "Attitudinal Barriers to Implementing Technological Change in Agriculture in the Former Soviet Union" (McDonald); "Working Together: Alternative Approaches to Technology Development and Adoption in Agriculture" (Acker, Lev); "Title XII Coordinators' Perceptions Regarding Sustainable Agriculture" (Ori, Holt); "Framework for Incorporating Indigenous Knowledge Systems into Agricultural Extension Organizations for Sustainable Agricultural Development in India" (Rajasekaran et al.); "Reaching Malawian Smallholder Farmers with Agricultural Extension Programs: A Case for Increased Use of Women-Farmer Groups" (Sigman et al.); "Collaborating with Industry to Design Agricultural Curricula: A Case Example from Jamaica" (McKenzie, Verma); "Preparing African Agricultural and Extension Educators to Meet Future Challenges...in Kenya, Tanzania, and Swaziland" (Steele et al.); "Role of Vocational Education in the Development of Work Values" (McCracken et al.); "Global Issues" (Ludwig); "Internationalizing Agricultural Curricula" (Ibezim et al.); "Perceptions of Young Farmers Regarding the Role of International Agriculture in Agricultural Education" (Elbasher, Martin); "Access to Information" (Fox, Johnson); "Constraints to and the Potential of India's Farm Science Centers (Krishi Vigyan Kendra-KVK) as Rural Institutions for Agricultural and Rural Education and Development" (Dhanakumar, Compton); and "Potential Contribution of Marketing Concepts for Improving the Effectiveness of International Development Extension Education Programs" (Tyson). (KC)

ED 356 380 CE 063 466

Stasz, Cathleen; And Others
Classrooms that Work: Teaching Generic Skills in Academic and Vocational Settings.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Competence; *Costs; Employer Attitudes; *Employment Problems; Foreign Countries; *Illiteracy; Organizational Effectiveness; Productivity
IDENTIFIERS- *United Kingdom

In Fall 1992, 400 telephone interviews established levels of basic skills difficulties among the work force as encountered or perceived by employers in the United Kingdom. Costs to employers of poor basic skills and the effect of these on their operation were quantified and described. Respondents were mainly personnel/training managers or officers. Findings indicated respondents believed poor basic skills affected how well all levels of staff undertook their duties. Only a minority had a formal policy that addressed the issue of basic skills among employees; 39 percent offered basic skills training. Reasons for not offering training focused on a belief that staff had adequate basic skills for their jobs and further training was unnecessary. Little assessment was made at time of recruitment or interview. Although most respondents did not perceive that basic skills problems among staff had an effect on their own organizations, they agreed that poor basic skills contributed to reduced efficiency, poor image among customers, inability of the work force to adapt quickly to changes in technological processes, and higher costs. Many had difficulty giving specific figures relating to the actual costs of basic skills problems among staff. Industry cost estimates were calculated at 4.8 billion pounds. Despite survey findings that demonstrated basic skills difficulties at all staff levels resulting in additional costs for companies, companies were unlikely to view poor basic skills as contributing to financial losses. (YLB)

ED 356 398 CE 063 500

Klein, Cynthia
Diagnosing Dyslexia. A Guide to the Assessment of Adults with Specific Learning Difficulties.
PUB DATE- Mar 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Diagnostic Tests; *Dyslexia; *Educational Diagnosis; Educational Testing; Foreign Countries; Individualized Education Programs; Reading Diagnosis; *Reading Difficulties; *Reading Tests; Student Evaluation
IDENTIFIERS- England; Wales

This book offers tutors in adult, further, and higher education materials for diagnosing students with specific learning disabilities (dyslexia). It provides information for setting up an appropriate individualized teaching program and making recommendations for supporting such students. Materials and methods can be used with students from basic literacy to advanced levels. An introduction describes the diagnostic methodology. Chapter 1 is a guide to diagnostic assessment. Chapter 2 is a guide to the use of the diagnostic interview. Chapter 3 focuses on the analysis of the student's reading. Topics include selecting a reading passage, miscue analysis, reading style analysis, comprehension, and single work and more urban, industrial economy. The work force literacy gap is fueled by high school graduates who are functionally illiterate for basic entry-level positions and by increased numbers of poorly educated minorities and immigrants in the labor force. Some businesses have creatively responded to the crisis with effective, high-quality work force education initiatives. One such company is the suburban Chicago plant of Clorox, which uses the Individualized Instructional Program mastery-learning tutorial model. Another part of the work force literacy effort is taking place in the public schools. Business is mobilizing to help the schools prepare future employees through creative partnerships. Significant work force education trends that will take the nation into the next century include every student's completion of high school, increased financial commitment to public education, higher achievement standards, and businesses' investment in training and development. (Contains 20 references.) (YLB)

ED 356 418 CE 063 530

Lall, Sanjaya
Education, Skills and Industrial Development in the Structural Transformation of Africa. Innocenti Occasional Papers Number 3. Special Subseries: Structural Adjustment in Sub-Saharan Africa.
PUB DATE- Jul 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Education; Developing Nations; Economic Development; Foreign Countries; *Industrialization; *Industrial Structure; Industry; Job Training; *Labor Force Development; Manufacturing Industry; Modernization; *Policy Formation; Technological Advancement; Vocational Education
IDENTIFIERS- *Africa

Industrial expansion remains essential for the development and structural transformation of most sub-Saharan African economies. The advantages of industrialization go beyond the provision of manufactured goods and the diversification of exports to the modernization of society. Growth rates in formal manufacturing tell little about the economic benefits and sustainability of the industrialization process in Africa. Industrial development is beset by a pattern of negative interaction among policy incentives, capabilities, and institutions that has held back growth and, in some cases, led to a vicious spiral of decline. The region has a rich supply of natural resources and primary export products, but only a tiny core of industrial skills. It has built up physical capacity too quickly for its capabilities, institutions, and infrastructures to cope. The industries that have been set up have been highly protected, tightly controlled, and, in many cases, run by incompetent public sector organizations. The stock of skills and technical knowledge needed to manage these industries has grown, but not rapidly enough to lead to substantial gains in efficiency. Each country can act in some fashion to improve conditions in policy incentives, capabilities, and institutions, including implementation of a policy of selective intervention, education and training to produce trained workers, stimulation of technological activity relevant to manufacturing industries, and building up of management capabilities. (Contains 35 references.) (YLB)

ED 356 419 CE 063 532

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Dating (Social); Incidence; Interpersonal Relationship; School Role; Secondary Education; *Violence

It has been estimated that one out of three teenage girls will be involved in an abusive relationship or experience violence in their relationships. Given the fact that studies are showing higher incidence of dating violence reported among teenagers, the importance and usefulness of this topic for anyone who works with adolescents cannot be understated. School personnel (teachers, counselors, administrators) can play an important part in intervening and preventing dating violence. Educational professionals have a responsibility to be informed and to be ready to take an active role as they believe that schools must study this social issue. It is within the schools that students have the greatest opportunity to be exposed to alternative relationships and where they have access to support services. Incorporating dating violence into the discussion when it surfaces in the classroom, building it into the discussion when it surfaces in the classroom, building it into the curriculum, facilitating student awareness and support systems, promoting parental and community awareness and involvement; and cultivating and using an integrated curriculum are methods of becoming involved and helping students learn about healthy relationships. (ABL)

ED 356 438 CG 024 833

Reppert, Marjorie L.
Guidance for Choosing a Career in the Visual Arts.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Admission Criteria; *Art Education; *Career Choice; Career Counseling; *College Applicants; College Bound Students; College Choice; High Schools; *High School Students; *Visual Arts

This visual art and design career guide is designed to help high school students think about their futures in art and to make choices. The first section introduces visual art and design. It presents advice on broadening one's art experiences and high school burnout. The second section discusses building one's portfolio. It includes portfolio presentation techniques, portfolio reviews, and a sample portfolio evaluation form. The third section discusses choosing one's visual art or design career path. It presents information on exploring and researching career choices, advice from college art students and working artists, and lists sources of information. The fourth section discusses finding the right post-secondary school. It includes information on considering types of schools, questioning the school's accreditation, and researching school choices. The fifth section focuses on keeping a personal record, including basic requirements for most admissions offices, writing an artist statement, and advice from a guidance counselor. The sixth section focuses on interview day. It includes survival tips, questions to ask, and a school tour check-out list. The seventh section focuses on money matters. It includes basic financial information; seven scholarships to apply for while in high school; types of grants, scholarships, and loans available; commercial tuition

IDENTIFIERS- Alternative Assessment

Since the introduction of the concept of reciprocal teaching by A. S. Palincsar and A. L. Brown in 1984, researchers have conducted a number of studies that attempted to replicate and/or extend the original one. A review was conducted of 19 studies that used reciprocal teaching to help students improve their ability to comprehend text. The review found that: (1) results were usually more significant when explicit instruction in the cognitive strategies was provided before the reciprocal teaching began than when reciprocal teaching only was used; (2) results were mostly non-significant when below-average students were taught, yet usually significant when all other students were taught; and (3) results were usually significant when experimenter-developed tests were used, yet usually non-significant when standardized tests were used. (Fourteen tables of data are included.) Two appendixes provide lists of studies analyzed and a script illustrating the explicit teaching of questioning prior to the reciprocal teaching dialogue. (Contains 50 references.) (Author/RS)

ED 356 457 CS 011 269

Pearson, P. David; Stallman, Anne C.
Approaches to the Future of Reading Assessment: Resistance, Complacency, Reform. Technical Report No. 575.
PUB DATE- May 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Educational History; Elementary Secondary Education; Higher Education; Reading Ability; *Reading Achievement; *Reading Tests; Standardized Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment; Educational Issues

Noting that assessment plays a prominent role in all levels of the American educational system, this report characterizes the realities of reading assessment and its historical evolution. The report then characterizes possible approaches to shaping the future of reading assessment--resistance, complacency, and reform. The report considers the rationale, feasibility, and possible consequences of each approach. The report concludes that: the realities of educational politics in the United States mean that wide-scale, efficient forms of assessment will continue to be needed, or at least mandated by policy makers; and that only through reform can assessment become a positive force in the lives of children and teachers. (Contains 27 references.) (Author/RS)

ED 356 458 CS 011 270

Shand, Michael
The Role of Vocabulary in Developmental Reading Disabilities. Technical Report No. 576.
PUB DATE- May 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Reading Difficulties; Reading Failure; *Reading Research; Standardized

and to apply theory in their own classrooms. The collection urges those in the field to learn from histories of rhetoric in order to draw rhetoric and composition together and to understand theory and practice as Aristotle conceptualized it. The collection contains the following essays: "'A Brand New World': Using Our Professional and Personal Histories of Rhetoric" (Theresa Enos); "Using the History of Rhetoric" (Richard Lloyd-Jones); "Reinventing Rhetorical Traditions" (Thomas P. Miller); "A Model for Our Time: Fred Newton Scott's Rhetoric Program at Michigan" (Donald C. Stewart); "A History of Writing Program Administration" (Edward P. J. Corbett); "Sapphic Pedagogy: Searching for Women's Difference In History and in the Classroom" (Susan C. Jarratt); "Some Techniques of Teaching Rhetorical Poetics in the Schools of Medieval Europe" (Marjorie Curry Woods); "Dialectics and Rhetoric in Ranaissance Pedagogy" (Jean Dietz Moss); "Dialectic/Rhetoric/Writing" (Kathleen E. Welch); "Classical Rhetoric and Group Writing: A Warranted Relationship" (Richard Leo Enos); and "Conversation versus Declamation as Models of Written Discourse" (S. Michael Halloran). A bibliography of 22 books, monographs, articles, and chapters about Winifred Bryan Horner is attached. (SAM)

ED 356 481   CS 213 772

Peters, Joanne K. A.
Certain Uncertainties: New Literacy and the Evaluation of Student Writing. NCTE Concept Papers Series. Concept Paper No. 5.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Politics of Education; *Student Evaluation; *Teacher Attitudes; *Writing Evaluation
IDENTIFIERS- Alternative Assessment; Educational Issues; *English Teachers; Literacy as a Social Process; *Student Centered Assessment; Text Factors

This paper explores how teachers who choose the New Literacy approach to the teaching of reading and writing reconcile the conflict between their need for personal pedagogical integrity and public demands for accountability. The paper's first section describes one teacher's changing conceptions of evaluation of student writing. The second section explores the long-standing belief that it is possible to assess written work according to some absolute, reliable, and valid standard, and argues that this belief is a myth. The next section argues that evaluation of student work is a function of a teacher's perception of his or her professional role and purpose, which is in turn linked to beliefs in how meaning is made from and with text. The problem for the teacher is the choice between a supportive role with textual meaning as open to negotiation versus an authoritative role with textual meaning largely fixed. The fourth section of the paper explores ways in which evaluation can support New Literacy models of the reading and writing process while appeasing public demands for quantified measures of student writing ability. The final section reflects on the politics of assessment and the challenges teachers face from a public demanding accountability in the form of reductive grades. (Contains 52 references.) (SR)

ED 356 482   CS 213 773

minority students who were less qualified than white students. The analysis provided in this paper shows that using the media as a tool to convey emotionally charged ideas will elicit strong responses from the audience. The more emotionally charged a journalistic piece is, the more likely the audience will be either to conform to the ideas presented, or to react in a highly vocal, negative manner. Likewise, the more personally involved the audience is with the issue presented, the less likely they will be to conform to the message presented. The McGuire article divided the Georgetown community and stirred much emotional debate. However, examination of reactions to the article show that it had little chance of being supported by its audience because of the message it presented, and because the audience already had several preconceived ideas about the subject matter. (SR)

ED 356 503   CS 508 149

Zoltowski, Carla B.; And Others
PARSEC: A Constraint-based Framework for Spoken Language Understanding.
PUB DATE- Oct 92
NOTE- 6p.; Paper presented at the International Conference on Spoken Language Processing (Banff, Alberta, Canada, October 12-16, 1992). Very small print in figure 5 may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algorithms; *Comprehension; Language Processing; Language Role; *Sentence Structure; *Speech Communication
IDENTIFIERS- *Constraint Dependency Grammar; Parsing; *Speech Recognition; Words

This paper describes how a constraint dependency grammar (CDG) parser performs a syntactic analysis of a single sentence (as part of a speech recognition system). The paper extends an existing CDG (developed by H. Maruyama) to process a lattice or graph of sentence hypotheses instead of separate text strings. The paper also describes how the CDG algorithm is extended to process a word graph on a single processor machine. Two tables of data and four figures presenting aspects of the CDG algorithm are included. (RS)

ED 356 504   CS 508 150

Instructional Options Program: Lessons for Critical and Creative Thinking.
PUB DATE- Jul 91
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Communication Skills; *Creative Thinking; *Critical Thinking; *Decision Making; Elementary Secondary Education; Health Education; Instructional Innovation; Interdisciplinary Approach; Language Arts; Lesson Plans; *Prediction; Science Education; Social Studies; Staff Development; *Thinking Skills
IDENTIFIERS- Bexley City Schools OH; Blooms Taxonomy

This booklet presents a collection of lessons and support materials for teaching critical and creative thinking developed by participants in the 1989-90 and 1990-91 staff development project of the Bexley, Ohio City schools. Following a list of

Hegger) analyzes the complexity of improving campuses years after their creation. "Campus Ecology: the College Environment, Learning and Development" (James Banning) examines the impact on students of the environment and efforts to include them in its design. "Growth and Development of the Campus" (Paul Turner) argues for master campus-growth plans. "Milieu Management in College Residence Design and Operation" (Charles Schroeder) contends that students deserve involvement, influence, and investment in building processes. "Laboratory Flexibility" (Karl Obrink) explores the role of flexibility in effective laboratory building design. "Economics of Amenities" (Robert McNulty) probes the political, social, and economic influences on campus aesthetics. "Participatory Campus Planning" (Jerry Finrow) supports community participation in planning and inspects the impact of the physical environment on student participation. (TEJ)

ED 356 524 EA 024 711

Wohlstetter, Priscilla; Mohrman, Susan Albers
School-Based Management: Strategies for Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; *Organizational Change; *School Based Management; School District Autonomy; School Restructuring; State School District Relationship

School-based management (SBM) offers a mechanism to promote school improvement through decentralization. Decentralization can occur only gradually and cannot simply be implemented. The power to make decisions influencing organizational policies must shift to school-based councils comprised of administrators, teachers, parents, community members, and students. The control and use of knowledge, through expansion of job skills, teamwork skills, and organizational skills, should be decentralized. Information should be diffused through systematic strategies for sharing information. Decentralizing reward schemes is critical to motivate individuals to use their enhanced resources of power, knowledge, and information to further reforms. The transition to SBM entails major changes in educational organizations that can threaten participants unless accompanied by a clearly articulated vision, the development of new skills and capabilities in council members, and the provision of adequate time and financial resources. States and school districts must offer encouragement and provide support for a successful transition. (TEJ)

ED 356 525 EA 024 713

Bullard, Pamela; Taylor, Barbara O.
Making School Reform Happen.
PUB DATE- 93
NOTE- 445p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

school reform follow the national goals initiative with state-specific goals. Clear, statewide educational objectives and curriculum standards should be established as well as periodic assessment and accountability systems. School-based management should be adopted with the support of the state and local boards of education. Preschool education should be available statewide, and class sizes, especially for at-risk and disadvantaged students, should be reduced. The school day and year should be extended to accommodate special programs. Finally, teachers should have more opportunity for professional development and training. Chapters in this report examine numerous issues connected with the following topics: defining quality education; educational organization to provide quality education; measuring quality education; funding quality education; and gaining public support for quality education. Six appendices include a list of QEC members, a list of report contributors with acknowledgements, a financial issues background paper, a school-based management matrix, memoranda of comment, reservation or dissent, and a 121-item bibliography. (JPT)

ED 356 544   EA 024 802

Cobbe, James; Musa, Ibrahim
SD-D2 "Swadana" Upgrading Program D2 PGSD Swandana . Summary Preliminary Report, D2-PGSD Program Economic Aspects and Report on Study of Economic Aspects. Educational Policy and Planning Project.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; Ministry of Education and Culture (Indonesia).
PUB DATE- Jun 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Impact; Educational Finance; Elementary Education; Elementary School Teachers; *Expenditures; Foreign Countries; Postsecondary Education; *Teacher Education Programs; *Teacher Promotion; *Teacher Salaries; *Teaching Conditions
IDENTIFIERS- *Indonesia; *Swadana Delivery System (Indonesia)

The first of the two reports contained in this document is a preliminary analysis, by Dr. James Cobbe, of the data collected on an extension of a study of the upgrading program for primary school (Sekolah Dasar, or SD) to Diploma Dua (D2) using the Swadana (fully self-financed) delivery system. The extension of the study covers the six current delivery systems in four provinces, focussing on the economic and financial concerns of SD teachers only. Average annual total out-of-pocket private costs for participants vary by program, age group, and province. For all of the programs, costs are being borne by the participants, with little help from outside sources. The rates of return for participants vary considerably with delivery system and with age and rank. As presently structured, the D2 program is in general not an attractive economic investment opportunity for SD teachers. The second report, by Dr. James Cobbe and Dr. Ibrahim Musa, summarizes in English those parts of the study of the Guru SD-D2 upgrading program that deal with the private costs and benefits to teachers of the Swadana program. A questionnaire covered three areas of expenditures of the program: direct, indirect, and additional costs. Data show that the Swadana program is a poor investment for teachers. Thus, some subsidy to all teachers in D2 programs would be necessary to complete upgrading of teachers in a reasonable locally produced mission statement is an important step in middle-level education. Curricula must address increasing cultural, ethnic and racial diversity. Integration of learning is also important. Other concerns in middle-level curriculum development include organization, instructional leadership, adolescent identity needs, and administrator leadership role. (Contains 25 references.) (JPT)

ED 356 562 EA 024 827

Counts, Ellis
The Impact of Participation in an "Extended-Day" Program upon Academic Achievement.
PUB DATE- 11 Nov 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; *Dropout Prevention; *Dropouts; *Extended School Day; *High Risk Students; High Schools
IDENTIFIERS- *Franklin County School District TN

Too many students are falling through the cracks of our educational system and dropping out of school. A program called Extended-Day School (EDS) was implemented in Franklin County, Tennessee, to help high school students with specific subjects. EDS sought to deal with several problems of at-risk students: fewer study aids, little parent involvement, incomplete homework, and low test scores and grades. In the EDS program students who were failing a subject were given a temporary incomplete rather than a failing grade. After the regular school day was over, the student would work on skills and concepts not mastered in class with a teacher or tutor. At the end of the 6-week program, the student was given the grade earned in EDS in place of the incomplete. The basic concept of the program was that students were not allowed to fail. A study of EDS participants found that 86 percent were successful. A significantly higher percentage of black students utilized EDS than were represented in the student population. However, race was not a factor in success in the program. Black males did have a lower level of success than black females. (JPT)

ED 356 563 EA 024 828

Bellott, Fred K.; And Others
Setting Regional Priorities for America 2000.
PUB DATE- Nov 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Community Involvement; *Educational Change; *Educational Objectives; Elementary Secondary Education; Finance Reform; Public Schools
IDENTIFIERS- *America 2000; National Education Goals 1990; *New Mexico

Since 1984, public schools have undergone three waves of reform.

Promising Practices and Future Directions for Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; Databases; *Disabilities; *Educational Change; Educational Methods; *Educational Practices; Educational Quality; *Effective Schools Research; Elementary Secondary Education; Information Sources; *Instructional Effectiveness; *Special Education; Student Educational Objectives

This digest contains three articles which consider ways to enhance the effectiveness of special education programs. The first article offers guidelines for more fully including special education in the school community, in the context of broader educational reform and restructuring efforts. First the need for reform is addressed. Next, indicators of special education program effectiveness are identified in the areas of mission and philosophy, governance, student outcomes and accountability, instruction, curriculum, teachers and other personnel, and program evaluation. The importance of establishing educational goals and accountability is stressed. A second article summarizes what research has to say about effective education practices, including results of effective schools research, educational practices which have not been validated, applied behavioral analysis, direct instruction, precision teaching, curriculum-based measurement, improving students' social skills, instruction in learning strategies, peer tutoring, and cooperative learning. A final article summarizes resources and information sources for special educators and parents, including the ERIC system, university and special libraries, the National Diffusion Network, and Regional Resource Centers. References accompany articles, and a list of organizational and print resources is also provided. (DB)

ED 356 582 EC 302 021

Shapland, Ceci; And Others
Speak Up for Health: Preparing Adolescents with Chronic Illness or Disabilities for Independence in Health Care. A Handbook for Parents.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 93
NOTE- 107p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Advocacy; Check Lists; Child Advocacy; *Child Rearing; *Chronic Illness; Daily Living Skills; Health Care Costs; Health Education; *Health Needs; Independent Living; Information Sources; Parent Attitudes; *Parent Child Relationship; Personal Autonomy; *Self Care Skills; Sexuality; *Special Health Problems; Transitional Programs

This handbook offers guidelines to help parents prepare adolescent children with chronic illnesses or disabilities for

Call for Violence Prevention and Intervention on Behalf of Very
Young Children.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Prudential
Foundation, Newark, N.J.
PUB DATE- 93
NOTE- 9p.; Funding also provided by the Philip and Lynn Straus
Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)
DESCRIPTORS- Change Strategies; Child Abuse; Child Welfare;
Emotional Response; Family Violence; *Intervention; Policy
Formation; *Prevention; Public Policy; *Social Problems;
Values; Victims of Crime; *Violence; Young Children

The Study Group on Violence is recommending the implementation of several initial steps that can begin to alleviate the repercussions of pervasive violence in U.S. homes, individual communities and society as a whole. When the Study Group began examining the impact of violence on very young children, their families and practitioners, it realized from the outset that there are no simple solutions to the complex issues surrounding violence. The paper notes that family violence, community violence, and societal violence are all on a similar continuum, have an impact on each other, and frequently affect the same individuals. It notes the continual barrage of violence in the community and the media, and the desensitization that results. The paper then calls for a multisector approach to the problem of violence, with a three-point agenda: (1) a family-centered approach to addressing trauma/prevention; (2) a realignment of values to provide incentives that support nonviolent choices; and (3) informed comprehensive public policy strategies for reducing violence. The paper emphasizes that the entire society, from the individual, to the family, to the government and institutions, must lend a hand in providing assistance. (JDD)

ED 356 601 EC 302 041

Reiman, John; And Others
Assessment, Intervention, and Program Needs of Lower Achieving
and Multiply Disabled Deaf People Requiring Extended Transition
Support.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation
Research (ED/OSERS), Washington, DC.; Special Education
Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Curriculum Development; *Deafness;
*Education Work Relationship; Evaluation Methods; Independent
Living; Individual Needs; Interpersonal Competence;
Intervention; Job Skills; Mental Retardation; *Multiple
Disabilities; *Program Development; Secondary Education;
Student Characteristics; Student Evaluation; *Transitional
Programs; Vocational Education; Vocational Rehabilitation;
Young Adults

This paper begins with an overview of the population of adolescents and young adults with deafness. More detailed information is then provided on the characteristics of lower achieving deaf persons and those with multiple disabling conditions. School-to-community transition experiences of these

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dialogs (Language); *English (Second Language); *Intercultural Communication; *Interpersonal Communication; *Japanese; *Language Patterns; Language Research; Linguistic Theory; *Native Speakers; Videotape Recordings
IDENTIFIERS- *Connectives (Grammar)

A study investigated the use of connectors in English conversation between native Japanese-speakers and teachers outside the classroom. Data were drawn from six videotaped conversations between pairs of Japanese students, all learning beginning-level English, with conversational support provided by English teachers. The functions of four connective words ("okay, and, so, oh") in conversation management, for both students and teachers, were examined. Results indicate that "okay" filled such functions as transition, continuance, request for agreement, and approval, and appeared most often in the changing of topic, especially to mark the conclusion of a topic. "And" performed such connective functions as continuation, contrast, prodding, consequence, and brevity. It most often marked continuation of a topic, and was heavily used by students. "So" marked consequence, interference, summing up, prodding, filling, initiation, and self-correction, and was used most often for prodding. "Oh" marked receipt of new or unexpected information, recognition of old information, repair, shift in subjective orientation, and evaluation, and was used most commonly to mark receipt of new information and recognition of old information. (MSE)

ED 356 621 FL 021 095

Nance, Kimberly A.
Identifying, Sequencing and Managing Intellectual Risks to Students: Discussion in the Foreign Language Literature Course.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Classroom Communication; College Students; *Communication Apprehension; *Discussion (Teaching Technique); Higher Education; *Intellectual Development; *Literature Appreciation; Risk; *Second Language Learning; Student Attitudes

Student apprehension about discussing intellectually "risky" ideas in the foreign language literature class can be addressed through construction of a classroom environment in which students gain confidence. The governing principle is the sequencing of risk. Students perceive risks to be in: (1) making a linguistic error; (2) making an error of recall or analysis; (3) venturing a "dumb" opinion; and (4) being seen as trying to impress the teacher or show superiority. Promoting universal participation not only spreads risk but also increases individuals' chances of success. Six factors help determine the degree of risk the student perceives: extent of personal identification with the answer; group size; group attitude; the individual student's attitude; certainty of correct response; and amount of time between question and response. Once these risk factors are identified, the teacher can adjust them to tailor classroom interaction to the level of difficulty and risk appropriate to the group. However, an

Centenario".
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Content Area Reading; Higher Education; Illustrations; *Instructional Materials; *Learning Activities; Maps; Olympic Games; Secondary Education; *Second Language Instruction; *Spanish
IDENTIFIERS- Expo 92; Spanish History

This issue of the serial "Materials" is devoted to major events that occurred in Spain in 1992 and celebrates the fifth centennial of Spain's discovery of the new world. This issue presents nine activities for intermediate and advanced students of Spanish. Each unit begins with information on the student level for which it is intended, the objectives of the activity, the skills the activity develops, and information on how to carry out the activity. The activities are based on major events that occurred in Spain in 1992, such as the Olympics in Barcelona and the Expo in Seville. There are a number of relevant illustrations, photos, and maps. (KM)

ED 356 640 FL 021 132

Downing, Bruce T.; Tillery, Kate Helms
Professional Training for Community Interpreters. A Report on Models of Interpreter Training and the Value of Training.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Services; Curriculum Design; *Interpreters; *Interpretive Skills; *Language Proficiency; Models; *Professional Training; *Program Design; Program Effectiveness; Program Evaluation; Second Language Instruction; Second Language Programs; Skill Development
IDENTIFIERS- *Court Interpreters

A study of effective training programs for community and court interpreters is reported. The characteristics of 25 well-established interpreter training programs in North America, Europe, and Scandinavia were examined, and 6 of these programs were selected for site visits. The purposes were to identify outstanding models of interpreter training, learn how they are organized, staffed, and funded, and find evidence that formal interpreter training significantly improves interpreter performance and helps ensure clients equal access to medical, legal, and social services. The report provides background information on the Twin Sisters Interpreter Project (Minnesota) and on the study itself, outlines its methodology, describes 8 of the training programs in some detail, presents results of an analysis and comparison of characteristics of the 25 programs examined, and makes observations on the importance of interpreter training in promoting professionalism, role definition, and reliability of performance. It is concluded that the proficiency and reliability of a given interpreter can not be assumed without a formal performance evaluation and that interpreter training programs can significantly affect an individual's interpreting proficiency. Appended materials include a summary of interviews and observations from the site visits, documentation on the training programs in the study, and additional information about community interpreting. (MSE)

Learning; Teaching Guides; Videotape Recordings

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights current theories, issues, and questions about second language acquisition. The following topics as they relate to children learning a second language in elementary school foreign language immersion classrooms are explored: caregiver speech; contextualized language; comprehensible input; the role of input; the role of output; hypothesis testing/negotiation of meaning; encouragement of oral language development; the role of grammar instruction; the role of error correction; the role of age, aptitude, personality, and motivation. It is suggested that the recommended readings included in the manual be read before viewing the video program. Two papers for background reading are: "Second-Language Development in Immersion Contexts" (Barry McLaughlin) and "Building Programs on a Sound Foundation: From Theory to Practice" (Helena Anderson Curtain; Carol Ann Pesola). (VWL)

ED 356 660 FL 021 169

Negotiation of Meaning. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 53p.; For other manuals in this series, see FL 021 166-176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Elementary Education; *FLES; *Immersion Programs; Language Skills; *Language Teachers; Second Language Instruction; Skill Development; *Teacher Student Relationship; Teaching Guides; *Teaching Methods; Videotape Recordings

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual defines the negotiation of the meaning process and highlights specific strategies used by teachers to communicate their messages clearly to students, to understand students' messages as they communicate in the second language, and to help students expand and refine their second language skills. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the paper by Marguerite Ann Snow in the section "Background Reading," and then view the video program and complete the related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the activities in the manual. Three "negotiation of meaning" checklists are included. (Contains 20 references.) (VWL)

ED 356 661 FL 021 170

Planning for Instruction in the Immersion Classroom. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 95p.; For other manuals in this series, see FL 021 166-175.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four instructional modules: Building the New and Old Cultures; Schools are Part of the Culture; Parents are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). The accompanying user's guide for the teacher or community worker includes an introduction to the modules, suggestions for getting started and lesson planning, and suggested activities. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (KM)

ED 356 679 FL 800 620

Olaco, John
Coming to America: Teaching Beginning ESL from a Cultural Perspective.
PUB DATE- Jan 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; *Daily Living Skills; Employment; *English (Second Language); *Immigrants; Intercultural Communication; *Interpersonal Communication; Job Search Methods; Letters (Correspondence); *Literacy Education; Personal Narratives; Telephone Usage Instruction; Transportation; Travel; Visual Aids; Vocabulary Development

The English-as-a-Second-Language instructional materials for new immigrants to the United States presented here include 12 instructional units, each containing 2-5 lessons, and supporting visual materials and worksheets. The unit topics include: introductions and partings; forms of transportation; expressing new experiences; using the telephone; sending letters; going places; looking for a job; the first day at work; money and shopping; buying produce; the classroom and school environment; and making new friends. Each lesson contains conversational expressions or narrative, writing exercises, pattern drills and vocabulary practice activities, dialogues, visual aids, and/or worksheets. The vocabulary, learning activities, and names used are appropriate to a variety of cultures. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 680 FL 800 622

Dawood, Rosemary
Adult New Reader Collection - Model Project. Final Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 17p.; Funded under LSCA, Title VI, Library Literacy Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Adult Reading Programs; *English (Second Language); *Library Material Selection; Library Planning; *Library Services; *Literacy Education;

ED 356 699 HE 026 354

Huisman, Cate
Student Mentoring Program 1989-1992. Program Report. Lewis and Clark College, Reed College, University of Portland, Warner Pacific College.
PUB DATE- Aug 92
NOTE- 49p.; For related documents, see HE 026 355-356.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *College School Cooperation; College Students; Grade 8; Higher Education; Junior High Schools; Junior High School Students; *Mentors; Middle Schools; Private Colleges; Program Descriptions; *Program Development; Public Schools; *Student Development; Universities; Volunteers
IDENTIFIERS- Lewis and Clark College OR; Middle School Students; Reed College OR; University of Portland OR; Warner Pacific College OR

This report, one of a set of three, examines the initial 3 years of a student mentoring project in Portland, Oregon, that brought together college students from four private universities and a number of eighth grade students from four middle schools in mentoring relationships. During the first year of the project the students were described as "at risk", a term both students and families found objectionable and threatening. When the program was redefined as one for children who had the potential to go to college and who might benefit from learning more about it, families and children felt much better about being selected for it. The report is designed to serve as a guide for those interested in starting similar mentoring programs. School that were paired are as follows: (1) Ockley Green Middle School with Lewis and Clark College; (2) Joseph Lane Middle School with Reed College; (3) Whitaker Middle School with Warner Pacific College; and (4) Portsmouth Middle School with the University of Portland. Described are the initial efforts in the start-up phase of the program, the selection of personnel, the development of the mentee criteria, the efforts in mentor recruitment, the pairing of mentors with mentees, training and orientation activities, and program development on each campus. The appendixes, which comprise two-thirds of the report, provide the program job descriptions, the number and characteristic breakdown of the participants at each school for each year of the program, the mentoring syllabus for Lewis and Clark College for academic year 1991-92, the forms used in the Student Mentoring Program, and the program's budget and operational figures. (GLR)

ED 356 700 HE 026 355

Huisman, Cate
The Student Mentoring Program, 1989-1992. Retrospective Report.
PUB DATE- Aug 92
NOTE- 9p.; For a related document, see HE 026 354-356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colleges; *College School Cooperation; College Students; Grade 8; Higher Education; High Risk Students; Junior High Schools; Junior High School Students; Mentors; Middle Schools; Private Colleges; Program Descriptions; *Program Development; Public Schools; *Student Development;

demographic information such as student age, sex, year of high school degree and marital status; (2) there was little agreement between students and institutions with regard to whether or not students received certain types of financial aid with students tending to underreport amount of aid received; (3) there was good agreement between parents and institutions for reporting adjusted gross income; (4) parents were not as accurate in reporting on tuition and fees as institutions and parents systematically overreported the amount paid for tuition and fees. Appendixes contain methodology and technical information. (JB)

ED 356 719 HE 026 375

Hollander, T. Edward
Can Collective Bargaining Help Institutions during a Period of Constrained Resources?
PUB DATE- Sep 92
NOTE- 10p.; Based on a paper presented at the National Center for the Study of Collective Bargaining in Higher Education and the Professions Conference (20th, April 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Collective Bargaining; College Faculty; Economic Factors; Educational Finance; Faculty College Relationship; Financial Exigency; Government School Relationship; *Higher Education; *Public Colleges; Public Policy; *Resource Allocation; Retrenchment; State Aid

This article by T. Edward Hollander, offers an overview of the current condition of state funding for higher education, noting that unlike secondary and elementary education, higher education may appear to be a discretionary appropriation which state leaders can expand or reduce depending on the state's fiscal circumstances. Suggesting that college budgets will be seriously constrained in the near future and for the remainder of the century, the paper looks at measures that colleges can take to become more effective and efficient. The paper discusses various steps that colleges can take and argues that strong collective bargaining can be beneficial as it demands strong institutional leadership and effective institutional management. (JB)

ED 356 720 HE 026 376

Knefelkamp, L. Lee; And Others
"Is This Good for Our Students?" Two Papers from the 1991 CIC Deans Institute.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 19p.; Keynote address from the Council of Independent College' Deans Institute (November 2, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; College Administration; College Faculty; *Cooperation; *Departments; *Educational Philosophy; Higher Education; *Student Personnel Services; *Undergraduate Study
IDENTIFIERS- Academic Affairs Committees; Chief Executive Officers

This publication contains both a keynote address that called for a new commitment to holistic student education through reintegration of academic and student affairs and a summary of award over $2.57 billion in total grant aid to over 1.7 million postsecondary students in the 1992-93 fiscal year, representing a expected growth rate of about 8 percent over last year; (2) the non-need-grant aid to undergraduates is expected to grow by about 9.7 percent, from $194 million to $212 million, in the 31 states that offer such grants; (3) only 12 states have increased their need-based grant dollars awarded in each year since 1987-88, while only 10 states have experienced substantial and consistent growth with grant dollars awarded growing at a faster rate than college costs; and (4) on average, states spend about $7.32 per resident for all grant programs, about $70 per college-age resident, and about $237 per full-time undergraduate student. Data analyses consist of a narrative followed by extensive tables presenting data on: comparative program statistics, 1992-93, 1991-92; program changes, policy issues, and related matters; 5-year trends in need-based undergraduate grant dollar expenditures by states; and rankings of state grant program expenditures. A listing of NASSGP officers and a directory of state grant agencies are appended. (GLR)

ED 356 739   HE 026 395

Davis, Wanda J.; And Others
Cultural Practices of Female International Students.
PUB DATE- 23 Mar 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Students; *Cultural Differences; Culture Conflict; Data Collection; Females; *Foreign Students; Higher Education; Language Attitudes; Sex Role; *Student Attitudes; *Student Behavior; Student Subcultures; Surveys; *Values
IDENTIFIERS- Materialism; University of Texas Austin

A study examined cultural practices of female international students at the University of Texas at Austin. Data were collected from 259 students (representing a 24.7 percent response rate) who revealed those aspects of their own culture which the students retained or modified as well as which American practices they borrowed. A two-page questionnaire elicited responses concerning the student's values, norms, language, symbols, and material culture differences, as well as their perceptions of the roles of women in the United States and in the respondent's native cultures. Among findings were that these students' values tended to be conservative, that they were critical of American students' use of English, that they held their own cultural symbols dearly, and that they thought American students too absorbed in materialism and lacking in respect for traditional values and religious conviction. While the students had positive feelings about the role of women in America, they were critical of many American values and attitudes towards women. The study concludes with the observation that, due to the growing presence of female international students, a unique opportunity exists to tap into a source of information vital to cross-cultural communication, global awareness, economic opportunity, and women's literature. (GLR)

ED 356 740   HE 026 396

Hoffa, William, Ed.; And Others
NAFSA's Guide to Education Abroad for Advisers and Administrators.

Distance Education and the University of Papua New Guinea" (Dikana Kema and Richard Guy); (15) "The Papua New Guinea Association for Distance Education: Background and Purpose" (Michael Monsell-Davis); (16) "In Search of an Effective English Language Placement Test for Extension Studies at the University of Papua New Guinea" (Angela Phillip). Two brief research notes--"School Organization Climate and Student Discipline" (Arnold Kukari); and "The Feasibility of Universal Primary Education for the Southern Highlands Province in Papua New Guinea" (Sam Kari). (ALF)

ED 356 758 IR 015 977

Henry, M. J.
Profile of a Technology Using Teacher.
PUB DATE- Feb 93
NOTE- 18p.; Paper presented at the Annual Convention of the Eastern Educational Research Association (Clearwater, FL, February 17-23 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Innovation; Educational Research; *Educational Technology; Elementary School Teachers; Elementary Secondary Education; Higher Education; Secondary School Teachers; Sex Differences; Statistical Analysis; Teacher Attitudes; Teacher Education; Teaching Experience; *Technological Literacy; Use Studies
IDENTIFIERS- Teacher Surveys

This study examined what factors contribute to the implementation of technology in the classroom. Specific research questions were: (1) What is the relationship between gender and amount of technology use in the classroom? (2) What is the relationship between years of teaching experience and amount of technology use in the classroom? (3) What is the relationship between type of training in technology use and amount of technology use? and (4) What is the relationship between self-perceived knowledge of technology and amount of technology use? The study was conducted using 64 teachers, 15 from 1 elementary and 49 from 1 secondary school who completed questionnaires concerning the research questions. A statistical analysis of the data resulted in a composite teacher who teaches English or mathematics, has taught between 9 and 22 years, and who has learned to use technology through self-instruction. This study showed that the type of training is not a factor, although knowledge and self-perceived knowledge are strong predictors of the amount of use of technology. Implications for teacher education programs are considered. (Contains 18 references.) (ALF)

ED 356 759 IR 015 979

Johnston, Valerie L.
Towards a Global Classroom: Using Computer-Mediated Communications at UAA.
PUB DATE- Dec 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Computer Assisted Instruction;

DESCRIPTORS- *Academic Libraries; Higher Education; *Integrated Library Systems; Library Associations; *Library Automation; Library Circulation; Library Guides; Library Instruction; Library Networks; *Library Planning; Library Surveys; *Online Catalogs; Policy; Publicity; Questionnaires; *Research Libraries; Staff Development
IDENTIFIERS- *Automated Library Systems Migration; Organization Charts; Work Flow

This publication reports results of a survey of 83 ARL (Association of Research Libraries) member libraries that examined the decision making process in migration from one automated library system to another. Data are reported on planning; implementation; workflow redesign; and training, publicity, and evaluation. Supplemental materials include: (1) university planning documents from the University of Alberta (Canada), University of Kentucky, and State University of New York at Albany; (2) network and consortium planning documents from Kent State University (Ohio), University of North Carolina at Chapel Hill, and North Carolina State University; (3) organization charts and workflow documents from the University of Kentucky University of Manitoba (Canada), University of New Mexico, and Queen's University (Ontario, Canada); and (4) marketing and user guides from the University of British Columbia (Canada) and University of Kentucky. A copy of the questionnaire is included, and nine selected readings are listed. (KRN)

ED 356 777 IR 054 468

IFLA General Conference, 1992. Opening Session; Plenary Session; Core Programme for the Universal Availability of Publications (UAP). Papers.
PUB DATE- Sep 92
NOTE- 45p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 469-483.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Impact; *Financial Problems; *Information Needs; International Organizations; *International Studies; Librarians; Library Associations; Library Development; *Library Services; National Programs; Program Evaluation; Publications; Public Policy; Retrenchment; Status; Users (Information)
IDENTIFIERS- Information Policy; *International Federation of Library Associations; Library Policy; Professional Image; *Universal Availability of Publications

Papers from the opening session of the International Federation of Library Associations and Institutions (IFLA) conference are presented. "New Beginnings" (Robert Wedgeworth) opens the conference and pays tribute to S. R. Ranganathan, in whose memory the conference was dedicated, and William Warner Bishop, also a past president of IFLA. "Library and Information Policy Perspectives and Ranganathan's Heritage" (Eric de Grolier) acknowledges the debt the international library community owes to S. R. Ranganathan, and reviews his primary concerns for the organization and design of national library systems and the importance of recognizing the needs of users of information. "The IFLA Core Programme for the Universal Availability of Publications (UAP)" (Graham P. Cornish) reviews this program intended to make all publications available to all who require

DESCRIPTORS- Advocacy; *Career Counseling; *Career Development; Coordination; *Counselor Role; Disabilities; Economically Disadvantaged; Educational Cooperation; Educational Legislation; Educationally Disadvantaged; Education Work Relationship; *Employment Counselors; Federal Legislation; Integrated Curriculum; Limited English Speaking; Postsecondary Education; *Program Development; Secondary Education; Special Education; *Special Needs Students; Transitional Programs; Vocational Aptitude; *Vocational Evaluation; Vocational Interests

This manual contains basic information to guide vocational counselors for special populations as they work with students enrolled in vocational programs at the secondary and postsecondary levels. It begins with a brief overview of the role of the vocational counselor for special populations. The survey, the responses to which formed the basis of the role of the vocational counselor for the development of this manual, is provided. Relevant legislation is then discussed. The main body of the manual is divided into five areas of responsibility: (1) counseling and advocacy; (2) program development; (3) assessment; (4) career development and transition services; and (5) contacts and meetings. The sixth section addresses the needs of postsecondary service providers. Each of these six sections begins with an overview of the area of responsibility and concludes with a listing of resources that help to identify sample forms or sources of further information regarding that particular topic. The final section on meeting the needs of students who have limited English proficiency offers suggestions for administrators and teachers and names, addresses, and telephone numbers of resource people. A glossary and 33 references are appended. (YLB)

ED 356 327 CE 063 381

Presberry, Iva V.
Support for Vocational Students of Special Populations. A Manual for Supplemental Professional Personnel. Revised.
PUB DATE- 93
NOTE- 343p.; Cover title and running head uses "of"; title page uses "from".
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Compensatory Education; Disabilities; Economically Disadvantaged; Educationally Disadvantaged; *Educational Resources; Individualized Education Programs; Individual Needs; Limited English Speaking; Resource Room Programs; *Resource Teachers; Secondary Education; *Special Needs Students; Student Needs; *Teaching Methods; *vocational Education; Vocational Education Teachers
IDENTIFIERS- *Missouri

This manual was developed to help supplemental teachers dealing with special needs vocational students, especially in Missouri. The manual provides information on the role of the supplemental teacher, definitions of various types of special needs students, and tips on the following topics: (1) eliminating attitudinal barriers hindering students who are members of special populations; (2) maintaining rapport among supplemental and assigned vocational teachers; (3) writing vocational plans; (4) working with students who are disadvantaged; (5) working with students who have limited English proficiency; and (6) working with students who are disabled. Resources and appendixes make up most of the manual. Resources listed include

These materials include a report, evaluation, and book written about a workplace literacy project involving education (Alpena Community College), business and industry (Besser Company and Alpena Power Company), and labor (Thunder Bay Labor Council). The report specifies objectives; accomplishments, including development of eight courses in math, communications, and reading and competency-based, job-related basic skill instruction for 130 workers; and evaluation results. The evaluation report describes the methodology, which included pre- and posttest scores on Educational Testing Service Tests of Applied Literacy skills, two questionnaires to measure attitudes at program end, and site visits. It reports that the project was successful: adult learners increased knowledge as indicated by posttest means higher than pretest means and adult learners were positive about classes. Some problems are identified: no clear target group; discontinuation of pre- and posttesting; and adult learners' desire for longer courses. Four data tables are provided. Intended to promote workplace education, the book provides a skeletal outline of the project. Seventeen chapters cover the following: history, start-up, workplace classroom, theoretical framework, students' case studies, shop math, setting the agenda, interactive approach, integrating computers into workplace instruction, sample of student work, computer numerical control, productivity question, evaluation, team concept, administrative evaluation, dissemination, and keeping it going. (YLB)

ED 356 346   CE 063 420

Harvey, Florence
The External Diploma Program (EDP) and the SCANS Report. The External Diploma Program (EDP) and CASAS.
PUB DATE- Nov 92
NOTE- 19p.; Papers presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Certification; Comparative Analysis; *Competency Based Education; Educational Attainment; *Educational Certificates; Employment Experience; *Experiential Learning; *External Degree Programs; *High School Equivalency Programs; Lifelong Learning; Performance; Secondary Education; *Student Evaluation
IDENTIFIERS- Comprehensive Adult Student Assessment System; General Educational Development Tests; Secretarys Comm on Achieving Necessary Skills

These two presentations discuss the National External Diploma Program (EDP) sponsored by the American Council on Education and its relationship to the Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) report and to the Comprehensive Adult Student Assessment System (CASAS). The first presentation focuses on the SCANS report and EDP, a competency-based, applied performance assessment system that credentials mature adults who have acquired many of their high school-level skills through their life and work experiences. The SCANS foundation skills that form the backbone of the EDP 65 competencies are listed. These skills are: (1) basic skills (reading, writing, arithmetic, and mathematics, and speaking and listening; (2) thinking skills (the ability to learn, to reason, to think creatively, to make decisions, and to solve

Transfer Framework. Feedback and Developments.
PUB DATE- Feb 93
NOTE- 9p.; For the related discussion paper, see ED 344 048.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Education; Articulation (Education); *Credits; Curriculum Development; Educational Certificates; Educational Change; *Educational Development; Foreign Countries; *National Programs; Open Universities; Postsecondary Education; *Transfer Policy; Vocational Education
IDENTIFIERS- *Further Education Unit (England)

This bulletin is an update of Britain's Further Education Unit (FEU) activities associated with the continuing development of a post-16 national credit and accumulation transfer (CAT) framework proposed in February 1992. It begins with a summary of feedback from the field: the central proposition--the need for a post-16 CAT system--was enthusiastically and widely endorsed; strong support for a national CAT framework was indicated; the question of the need for grading was raised; the credit-based approach was seen as a powerful tool for making changes in curriculum content, methods of delivery, and assessment within institutions; and real dilemmas were indicated about the appropriate structure/organization at a national level. The next section discusses development initiatives FEU is mounting as a result of the positive response: background papers relating to crucial technical issues, an international survey of credit systems, and relevance of a credit framework to the pre-16 phase and establishment of a national network to support and link up colleges involved in credit-based developments. The bulletin also reports on three initiatives: (1) a national CAT development project to research the potential of credit-based learning to provide fundamental change in higher and further education; (2) Open College Networks that provide accreditation for those programs outside mainstream qualifications; and (3) credit framework developments in Wales and across the country. (YLB)

ED 356 364 CE 063 444

Open College Networks: Participation and Progression.
PUB DATE- Feb 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; Adult Education; Adult Students; *Credits; Educational Research; Foreign Countries; *Nontraditional Education; *Open Universities; Postsecondary Education; Program Effectiveness; *Student Motivation; Student Recruitment
IDENTIFIERS- Great Britain; *Open College Networks (Great Britain)

A research project assessed the effect of Open College Network (OCN) accreditation on learner motivation and progression. It reviewed the effectiveness of OCNs in reaching the learners they seek to target--those who have benefited least from existing initial and continuing education. A postal survey was conducted of all learners registered with the London Open College Federation (OCF) and a sample of those registered with the Manchester OCF; responses were received from 1,741 learners. Information from database records provided by both OCNs was analyzed to provide a profile of learners and to determine their progression within the OCN. Findings were as

Washington, DC.
PUB DATE- Dec 92
NOTE- 167p.; For a related report, see ED 329 682.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Basic Skills; Case Studies; *Classroom Design; *Educational Environment; *Educational Objectives; Educational Research; Field Studies; High Schools; Instructional Effectiveness; Integrated Curriculum; *Teaching Methods; *Thinking Skills; Vocational Education; Work Attitudes
IDENTIFIERS- *Generic Skills

This report documents the second of two studies on teaching and learning generic skills in high schools. It extends the earlier work by providing a model for designing classroom instruction in both academic and vocational classrooms where teaching generic skills is an instructional goal. Ethnographic field methods were used to observe, record, and analyze classroom activities directed toward the teaching and learning of generic skills and attitudes in eight classrooms: interior design, electronics, manufacturing, architectural drawing, English, landscape, and two chemistry. The analytic process for understanding these classrooms involved the following methods: descriptive observation and questioning, focused observations and structural questions, selected observations and contrast questions, indexing data, and analysis of relationships between domains and generation of themes. Domain analysis identified 19 domains accounting for describing and understanding the classrooms studied. Similarities among the five successful classrooms permitted identification of key domains for describing successful classrooms: instructional goals, classroom design, teaching techniques, and school context. These four components were organized into an instructional model for generic skills. The design framework was used to organize descriptions of three successful classrooms that illustrated how the key domains came together in a classroom. The following conclusions were reached: generic skills can be taught in academic and vocational classrooms; designing classrooms to provide authentic practice is essential; situated learning enhances student learning and engagement; teachers need to hold high expectations for students; and teaching generic skills connects to other school reforms. (Appendixes include synopses of case study sites and 62 references.) (YLB)

ED 356 381 CE 063 471

Preston, Jim; Shaver, J. C.
Innovation, Collaboration, and Empowerment: Essential Community Competencies in an Uncertain World. Missouri University Extension Program Model Addressing Rural Health as a Public Policy Issue.
PUB DATE- 4 Nov 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4, 1992). A re-presentation of "Cooperative Efforts of the Missouri Department of Health and University Extension," by Alan Welles and Mary Simon Leuci, originally presented at the conference on "Partnerships for Children's Primary Care" (Kansas City, MO, September 24, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Community Cooperation; Extension

nonword testing. Chapter 4 discusses spelling error analysis. Chapter 5 considers writing analysis and provides a guide to identifying the kinds of difficulties that may contribute to a diagnosis of specific learning difficulties. Chapter 6 addresses drawing conclusions. Chapter 7 offers an overview of specific learning difficulties. Chapter 8 focuses on writing the diagnostic report and making recommendations. Chapter 9 discusses how to explain the diagnosis and dyslexia to the student. Appendixes include an article entitled "The Reading Process," Fogg's Test of Readability, reading selections, word lists, spelling dictations, and advanced spelling list. (YLB)

ED 356 399   CE 063 501

Abell, Sue
Effective Approaches in Adult Literacy. Research into Evaluating the Effectiveness of Different Styles of Provision in Adult Literacy.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- Mar 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Literacy; Adult Programs; Classroom Techniques; Foreign Countries; *Instructional Effectiveness; *Literacy Education; *Student Attitudes; Student Evaluation; Student Recruitment; *Teaching Methods; *Teaching Styles
IDENTIFIERS- England; Wales

A study evaluated the effectiveness of different styles of literacy provision in areas covered by eight British local education authorities representing 5,770 literacy students. A sample of tutors selected to represent the range of styles gave information on the provision they made for 1,730 students and more detailed information about 174 students. Little evidence indicated that style provided a clear differentiating factor in literacy provision. Styles of provision with specific target groups, written aims, specified time scales, homogeneous intake, and a matching commitment expected from students were best placed to help students to achieve their goals. Students chose to attend provision most convenient to them rather than choosing a particular style. Sufficient information about style was generally unavailable. Most styles seemed to work best where students attended regularly. Tutors advocated the style of provision in which they were engaged. Courses with written objectives and specific time-scales seemed to encourage students to attend more regularly. Students mentioned particularly the benefits of working in small groups and of having adequate individual support. Ninety-six percent of students who had completed a course were firmly convinced they had made progress; reports from tutors and independent assessors supported these claims. Assessment, review, and evaluation took place reliably where resources were specifically designated for these purposes. (An appendix describes methodology.) (YLB)

ED 356 400   CE 063 502

Collins, Lorraine
Improving Basic Skills in the Workplace. A Core Course for the Catering and Hospitality Industries.
PUB DATE- Mar 93

Applications of Computer-Aided Instruction in Adult Education and Literacy.
PUB DATE- Dec 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; *Computer Assisted Instruction; Computer Managed Instruction; Courseware; Educational Technology; *Literacy Education; Military Training; School Holding Power

Many adult basic education and literacy programs are reaping the benefits of educational technology for their students, instructors, and administrators. In this context, most often the term refers to computer-assisted instruction that supplements regular classroom instruction. In St. Paul, Minnesota, the Technology for Literacy Center uses computers to teach literacy and adult basic education skills to adults. Adult learners are given services through extensive use of computer-assisted instruction, trained volunteers, and a collaborative model that combines public and private partnerships. Piedmont Community College in Yanceyville, North Carolina, is using a computer-aided literacy model that respects the uniqueness and individuality of the students. The Adult Education and Literacy Section of the Illinois State Department of Education has awarded funds to 12 adult education programs to purchase and use computers and software. Seven programs have experienced an increase in student retention. The Army has developed the Job Skills Education Program, an instructional software program intended to instruct soldiers in the language and mathematical skills required to perform their jobs successfully. (Names and addresses of a contact for more information are provided for each program.) (YLB)

ED 356 420   CE 063 533

State Literacy Resource Centers Program Grant Information.
PUB DATE- 22 Dec 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Grants; *Literacy Education; Program Development; Program Implementation; *Resource Centers; State Programs; *Statewide Planning
IDENTIFIERS- National Literacy Act 1991

This document provides information on the State Literacy Resource Centers established by the National Literacy Act. The information provided for each state in a chart format includes type of action being taken under the grant, operator and location, allocation (in dollars), and contact person with address and telephone number. The 50 states are arranged in alphabetical order. The District of Columbia and Puerto Rico are also included. The information indicates that seven states are establishing a new resource center: Alabama, Florida, New York, Ohio, Oklahoma, Texas, and Puerto Rico. The following states are reported to be expanding an existing center: Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, payment plans; and advice from college art students and working artists. The eighth section discusses art hazards. A letter to high school students from a working artist concludes the guide. (ABL)

ED 356 439 CG 024 834

Tentoni, Stuart C.
Post-Abortion Counseling: Helping To Heal the Grief.
PUB DATE- 20 Aug 93
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abortions; *College Students; *Counseling Services; Counseling Techniques; Depression (Psychology); *Females; *Grief; *Guilt; Higher Education

A university health center has experienced an increase in the number of women undergoing elective abortion which resulted in their seeking counseling services to assist them in dealing with overwhelming feelings of guilt and grief. The loss of a pregnancy is often followed by a typical grief reaction that occurs after any bereavement. In working with a number of women who were experiencing post-abortion grief and guilt, the women indicated that their abortions were performed at a variety of public and private clinic settings. The settings were described as being highly medical in nature. An amalgamation and synthesis of the literature review led to the therapeutic concept with these women that the clinic in which their abortion occurred was now a "sacred site" because of their experiences there. Using the setting to help validate the loss, the women were recommended to re-visit the site of their abortions and sit outside the facility for 10-15 minutes so that they could re-live their experience and speak to their fetus/child. If they chose, they could leave something behind as an offering after they had time to reflect upon their experience. It is recommended that practicing therapists continue to develop creative approaches to ease any guilt/grief reactions caused in the aftermath of elective abortion, and more importantly for women to be there for each other. (ABL)

ED 356 440 CG 024 835

Buri, John R.; Kircher, Annemarie
Parental Hostility, Adolescent High Standards, and Self-Esteem.
PUB DATE- 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (65th, Chicago, IL, April 29-May 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Hostility; Individual Characteristics; Parent Child Relationship; *Parents; *Self Esteem; Standards; *Young Adults

Studies employing the Minnesota Multiphasic Personality Inventory-based Cook and Medley (1954) Hostility (Ho) Scale have suggested that Hostility may be a robust psychological disposition with pervasive implications for interpersonal

Tests; Verbal Development; *Vocabulary Development
IDENTIFIERS- *Text Factors

This report contends that limited vocabulary knowledge is the principal cause of reading dysfunction for a large percentage of students whose progress in learning to read appears normal during the first two or three years of reading instruction, but who begin to fall behind starting somewhere between grades 3 and 7. The report addresses the reasons why this causal relationship has not achieved more prominence in the literature, including (1) disparate findings regarding the effects of vocabulary instruction on both vocabulary knowledge and on reading comprehension; (2) the reciprocal relationship between vocabulary and reading; and (3) the absence of clear, broad-based data demonstrating a high correlation between the vocabulary size of young readers and their subsequent reading development. Suggestions for remedying the problem are also presented. (Contains 149 references.) (Author)

ED 356 459 CS 011 271

Johns, Jerry; And Others
Whole Language in the Elementary School. Focused Access to Selected Topics (FAST) Bib No. 67.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; High Risk Students; Instructional Effectiveness; *Reading Research; Teacher Role; *Whole Language Approach; *Writing Research

After defining whole language as a philosophy of literacy instruction based on the concept that students need to experience language as an integrated whole, this ERIC "FAST Bib" presents an annotated list of 35 ERIC documents and journal articles consisting of critiques of and responses to the whole language approach in the elementary school. The materials, which were published between 1988 and 1992, are divided into six sections: (1) Overview; (2) Critiques; (3) Recent Research; (4) Elementary Applications; (5) Applications to Special Populations; and (6) Teachers' Roles. Some related publications are also cited at the end of the document. (RS)

ED 356 460 CS 011 272

Johns, Jerry; VanLeirsburg, Peggy
Focus on Chapter 1. Focused Access to Selected Topics (FAST) Bib No. 64.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Higher Education; *High Risk Students; Instructional Effectiveness; Parent Participation; Reading Diagnosis;

Gilbert, David
Ethnography as a Composition Research Genre: Establishing a Methodological Center for Assessing Writing Programs.
PUB DATE- Nov 92
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; Constructivism (Learning); *Ethnography; Higher Education; New Journalism; *Program Evaluation; Research Methodology; *Writing Instruction
IDENTIFIERS- *Composition Theory

The late Donald C. Stewart's assertion that "the era of the cognitive psychologists is waning; the era of the social constructionists is just beginning" drew attention to a major ontological and epistemological shift in composition studies. This shift demanded a methodology to accommodate it. Some composition researchers have considered ethnography, a methodology appropriated from anthropology, as an alternative. The many points of view about methodology in the composition research communiuty can be consolidated into two perspectives: traditional and revisionist. Although in certain ways these two cadres share some similarities, they also differ markedly in others. Traditionalists impose an organizational structure on their texts and usually report their ethnographies from an omniscient third-person point of view. In revisionist ethnographies where the researcher takes an active role in constructing knowledge, the text has no rigid format. Because traditionalist ethnography tends to be more efficient, pragmatic, and utilitarian than revisionist ethnography, the former should hold the methodology's center, at least for the purpose of assessing writing programs. (SAM)

ED 356 483 CS 213 774

Lemon, Hallie S.; And Others
The Permanent Temps' Lament: Why Not Tenure Status?
PUB DATE- 2 Apr 93
NOTE- 51p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjunct Faculty; College Faculty; English Departments; Higher Education; *Nontenured Faculty; Teacher Employment; Tenure; *Writing Teachers
IDENTIFIERS- Dialogic Communication; Historical Background; Narrative Text; Professional Concerns; *Western Illinois University

This scripted dialogue is a fully documented story about the history and conditions of one group of post-secondary teachers of English. The narrative focuses on the proposal of this group of "permanent" temporary writing instructors from Western Illinois University to convince administrators to change their status to tenure track by allowing the Master's Degree to be considered a tenurable degree for composition in the Department of English and Journalism. The document contains dialogue among project participants, an overview of the Instructional Options Program, and a brief review of Calvin Taylor's Multiple Talent Approach (upon which the staff development project was based), the booklet presents five talent areas: creative, decision making, planning, forecasting, and communication. Each area contains: (1) definition; (2) process guide; (3) student/teacher roles; and (4) lessons. Each of the more than 20 one-page lesson plans per area contain: (1) talent area; (2) content area (reading, creative writing, science, art, social studies, health, etc.); (3) related content area (mathematics, problem solving, holidays, etc.); (4) objective; (5) process/procedure; and (6) which aspects in Bloom's Taxonomy of Educational Objectives in the Cognitive Domains the lesson addresses (knowledge, comprehension, application, analysis, synthesis, and evaluation). The last section, "Higher Level Thinking," contains information regarding Bloom's Taxonomy and other questioning techniques. An evaluation of the Instructional Options Program (Teacher Self-Evaluation, Evaluation of the Taylor Model, and Evaluation of Student Growth), concludes the booklet. (SR)

ED 356 505 CS 508 152

Swanson, Douglas J.
Toward a Policy for Managing the Use of Computer Mediated Communication in the Workplace.
PUB DATE- 3 Apr 93
NOTE- 31p.; Paper presented at the Annual Sooner Communications Conference (4th, Norman, OK, April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Electronic Mail; Employer Employee Relationship; Information Systems; *Organizational Communication; Policy Formation
IDENTIFIERS- *Computer Mediated Communication; Computer Users

Noting that there has been tremendous growth in the number of businesses and not-for-profit organizations which have become equipped with computers and have empowered workers to communicate with them, this paper sheds light on policy issues related to managing the use of computer mediated communication (CMC). The paper first summarizes CMC's impact on the organizational, social, and technical environment. The paper looks at issues of CMC content and access, to illustrate the diversity of opinion about the assembly and legal ownership of CMC messages in the workplace. The paper then examines varying opinions about access to, and editorial control over, CMC messages. The paper looks at several business and educational organizations in which management and subordinates have encountered difficulty when attempting to define operational boundaries for the use of CMC, noting that academic institutions have made the decision to uphold the rights of the individual CMC users over that of the organization at large. The paper concludes with the posing of a series of questions that may help in the development of policies that can bring about more effective organizational control of CMC. (Contains 87 references.) (RS)

ED 356 506 CS 508 154

O'Shaughnessy, Douglas

DESCRIPTORS- Administrator Effectiveness; *Administrator Role; *Educational Change; Elementary Secondary Education; *Parent School Relationship; Participative Decision Making; *School Based Management; *School Effectiveness; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- *Effective Schools Improvement Process; Spring Branch School District TX

Effective schools exhibit unique structures and continuous change. Moral imperatives inspire people to sustain the commitment critical to building effective schools. Over 450 interviews with practitioners, parents, board members, politicians, academics, union leaders, consultants, and others are joined with background literature and research to generate a portrait of effective schools from across the nation, encompassing all socioeconomic strata. This comprehensive approach illustrates the processes of personal and institutional transformations at the core of effective schools. Drawing on both general analysis and specific examples of effective schools from across the nation, chapters include investigations of their history; Hollibrook Elementary School (Texas) and the practices of superintendent of the Spring Branch School District (Texas); the impact of business paradigms on administrators; controversial leaders imposing system wide accountability; principals' instructional leadership promoting effective schools and their experiences of rapid changes from hierarchical to collaborative decision making; teachers' perceptions of change, accountability, training inadequacies, and decision making powers; the process of implementation; the emotional repercussions of implementation on parents and students; the changes required of central offices, state departments of education, and school boards; and the schools' integration of past lessons as they grow into their next generation. The effective schools process provides the means and the skills to extend a quality education to everyone and transform ineffective schools. (Contains over 200 references.) (TEJ)

ED 356 526 EA 024 735

Krug, Samuel E.
Instructional Leadership: A Constructivist Perspective. Occasional Papers: School Leadership and Education Reform, OP #7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Effectiveness; Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Leadership Styles; *Principals; Research Methodology; Teacher Administrator Relationship

The development of sound theory and theory-based instruments is essential for studying the impact of instructional leadership on student learning outcomes. This article argues that a constructivist perspective provides a more reliable basis than a functionalist perspective for understanding what differentiates effective instructional leaders from others. The differences do not lie in a distinctive set of characteristics nor mastery of a set of discrete leadership skills. Instead, what distinguishes effective instructional leaders from others amount of time. (JPT)

ED 356 545 EA 024 804

Suryadi, Ace
Improving the Educational Quality of Primary Schools. Educational Policy and Planning Project. A Government of Indonesia-USAID Project.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.; Ministry of Education and Culture (Indonesia).
PUB DATE- 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Development; Elementary Education; Equal Education; Foreign Countries; *Student Evaluation
IDENTIFIERS- *Indonesia

Improvement of primary school education in Indonesia has been sought since a national standardized curriculum was established in 1976. Curriculum reform centered on requirements for teaching and learning materials, libraries and library books, and other learning equipment. School management and teacher performance have also been emphasized. The need to improve the quality of primary education was reaffirmed in 1986 and is included in the Fifth Five-Year Development Plan. The aim of this study was to produce information and policy recommendations on how to improve primary schools. This study examined communities and schools to estimate primary school attendance, identify factors that influence participation, measure sixth-grade achievement, gauge the progress in different provinces, rank schools by achievement, and identify factors responsible for differential achievement in schools. Four major research questions were posed in this study: (1) What is the quality of Indonesian basic education? (2) What causes educational differences within the country? (3) How is the primary school system responsible for test results? and (4) What factors influence school quality? In addition to an introduction, this study includes chapters on problems and issues in primary education, disparity in academic achievement, school quality and academic achievement, and conclusions and recommendations. An appendix contains a list of variables used in the analysis. (Contains 30 references.) (JPT)

ED 356 546 EA 024 805

McMahon, Walter W., Ed.; Boediono, Ed.
Education and the Economy: The External Efficiency of Education. Educational Policy and Planning Project.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; Ministry of Education and Culture (Indonesia).
PUB DATE- 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Education Work Relationship; *Efficiency; Elementary Secondary Education; *Employment Opportunities; Foreign Countries; Higher Education; *Job Development; *Job Placement; Labor Force Development
IDENTIFIERS- *Indonesia

External inefficiency in education--inequity between the

An effort to raise student achievement was followed by putting greater demands on teachers. The current and third wave emphasizes using the resources of business, industry, and the community to improve education. The goals of this reform movement were codified in the America 2000 program, which sought to improve the educational opportunities for children and adults. In 1992, there was a meeting of the Southwestern New Mexico Regional Conference on America 2000 National Education Goals. A follow-up questionnaire sent to conference participants revealed that noneducators were more pleased with the meeting than educators. Generally, the most positive results from the conference were the growing partnerships between the community and the educational system and the recognition of their importance. Educators and noneducators felt that significant educational funding increases were needed. Both groups also doubted the long-term effects of America 2000. Also agreed upon was that school-community partnerships would increase, larger schools would benefit more, better preparation of children for school was needed, and drugs and violence needed to be eradicated from schools. Tables and figures on the survey are included. (Contains 18 references.) (JPT)

ED 356 564 EA 024 829

Frazier, Linda M.
Deteriorating School Facilities and Student Learning. ERIC Digest, Number 82.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Environment; *Educational Facilities; Elementary Secondary Education; *Facility Improvement; *Federal Aid; Federal State Relationship; *Learning Processes; Public Schools; Public Support
IDENTIFIERS- ERIC Digests

Many facilities in American public schools are in disrepair, a situation negatively affecting the morale, health, and learning of students and teachers. Many schools postpone repairs during tight financial times to pay for academic programs. Some school officials and communities are pursuing innovative, grassroots solutions to maintaining school facilities. While education is the state's responsibility, local school districts are charged with raising funds for school maintenance. Limited research shows that children's ability to learn is affected by the school environment. Billions of dollars are needed to refurbish schools and construct new facilities, requiring strong federal support. Until more state and federal support is available, schools should utilize local resources. Schools can also appeal to communities to support bond measures for facility maintenance and refurbishing. (JPT)

ED 356 565 EA 024 832

Clark, Karen Lee
A Study of the Preparation of Education Administrators in the State of California.
PUB DATE- Nov 92
NOTE- 103p.; Paper presented at the Annual Meeting of the Mid-

independent management of their health care needs. In each chapter, guidelines for handling transition issues are presented in the context of the experiences and reactions of actual parents. Each chapter concludes with a summary list of helpful hints. Individual chapters address the following topics: preparing for independence in health care, letting go and changing roles, the impact of chronic illness or disability on adolescent development, sexuality, communicating with health professionals, self-advocacy in health care, paying for health care, and achieving independence. Extensive appendices include the following: a health care skills checklist; a health care checklist for residential settings; a self-evaluation questionnaire titled "Are You Ready To Manage Your Own Health Care?"; a personal transition health plan; a list of responsibilities of a health advocate; a list of resources on sexuality; a list of states with high-risk insurance pools; addresses and telephone numbers of the offices of State Insurance Commissioners; addresses of State Medicaid agencies; a list of state programs for children with special health needs; a list of resources for paying for health care; lists of other resources (e.g., Parent Training and Information Centers); and a bibliography of 21 references. (DB)

ED 356 583   EC 302 023

The Northern Virginia Supported Employment "Safety Nets" Demonstration Project. Final Evaluation Report (for October 1, 1991, through September 30, 1992).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 22 Jan 93
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Agency Cooperation; *Career Development; Career Planning; Consumer Education; Delivery Systems; Demonstration Programs; *Disabilities; Employment Patterns; *Employment Services; Financial Support; Individual Development; Individualized Programs; Social Services; *Supported Employment; *Unemployment; *Vocational Rehabilitation
IDENTIFIERS- Case Management; Virginia (Alexandria)

This report describes results and conclusions of a third-party evaluation of a 1-year demonstration project in Alexandria (Virginia) to develop "safety nets" for 12 people with disabilities who were either unemployed or with a history of unemployment. An Employment Security Specialist worked with these individuals and their families to: (1) fashion an individual career development and employment security plan (safety net); and (2) identify, broker, coordinate, and assist in accessing and monitoring use of existing public and private services and resources. The evaluation reports major results in the areas of consumer development (nine consumers developed "safety net" plans); consumer choice and use of alternative activities and resources; and resource, staff, organizational, and systems development. It is concluded that the project demonstrated the value of such a planning approach for addressing career development and potential unemployment. The evaluation identified as areas of concern the supported employment funding and service delivery system, which does not currently support this type of activity, and the segregation of financing, planning, and delivery of supported employment services from other services. Attachments include a sample Individual Safety Net Plan, a resource list, guidelines groups are then discussed, with special focus on the findings of a project which gathered data on lower achieving and multiply disabled individuals with hearing loss from northwestern U.S. Relevant assessment instruments are reviewed, including the Transition Competence Battery and the rating scales from the National Independent Living Skills Project. Two promising curriculum approaches are described--job clubs and social problem solving skills. Two programs recognizing the need for extended services are also described--Lexington Center's Community Based Vocational Rehabilitation Consortium in New York City and Oregon's Connections Program. The paper concludes by highlighting critical areas for further research and development. Two tables present lists of employment skills and independent living skills. (Contains over 150 references.) (JDD)

ED 356 602 EC 302 042

Graves, Anne; And Others
The DLD Competencies for Teachers of Students with Learning Disabilities.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Competency Based Teacher Education; Curriculum; Elementary Secondary Education; Higher Education; *Learning Disabilities; Models; Student Characteristics; Student Evaluation; Student Needs; Teaching Methods

This list of competencies was designed to guide the preparation of teachers of students with learning disabilities. It is based upon a conceptual model known as "the cube" which is divided into 10 broad areas: (1) nature and needs of students with learning disabilities; (2) academic support areas: study skills, consumer skills, and career/vocational skills; (3) curriculum for support areas and modification of school core curriculum; (4) assessment methods, use, and interpretation; (5) classroom assessment, management, and motivation; (6) collaboration and consultation skills; (7) specialized instructional strategies, technologies, and materials; (8) historical and legal aspects; (9) nontraditional practices and procedures; and (10) clinical and field experiences. These 10 areas provide the structure for a list of 209 specific competencies, to be applied within and across the 10 competency areas in different ways, depending upon the specific circumstances of age, severity level, and type of service delivery. (Contains approximately 70 references.) (JDD)

ED 356 603 EC 302 043

Wagner, Mary; And Others
What Happens Next? Trends in Postschool Outcomes of Youth with Disabilities. The Second Comprehensive Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 92
NOTE- 341p.; For the First Comprehensive Report, see ED 341 228.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

overall gradual increase of risk, as students become more proficient, should also not translate into a constant uphill struggle. Students need opportunities to consolidate gains before moving on, and sometimes may need to return to a lower risk level when facing new or difficult material. (MSE)

ED 356 622 FL 021 096

Escamilla, Kathy
Descubriendo la Lectura: An Application of Reading Recovery in Spanish. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; Educational Strategies; Elementary School Students; English (Second Language); Grade 1; Instructional Effectiveness; Instructional Materials; *Literacy Education; *Native Language Instruction; Primary Education; *Reading Instruction; *Spanish; *Spanish Speaking
IDENTIFIERS- *Reading Recovery Projects

A study investigated the utility of a set of Spanish-language instructional materials, "Decsubriendo la Lectura," in compensatory or remedial literacy education for Spanish-speaking elementary students. The reading recovery approach, used with English-speaking first-graders, was adapted for Spanish. Program development included identification of 300 Spanish-language books at 28 difficulty levels, development of 6 observational tasks to provide a profile of the individual student's reading repertoire, and testing of the reliability and validity of the adapted materials with students in 5 Texas, Illinois, and Arizona school districts. The final report outlines the study's objectives and procedures, then presents and analyzes results for each task and correlation. It is concluded that the observational tasks are both reliable and valid, and that the materials had a significant impact on the subjects' literacy acquisition, suggesting that the reading recovery approach does help students who are struggling to read in a relatively short time period (12-16 weeks), and accelerates students so they are on a par with or ahead of average readers. Materials appended to the reported include a suggested reading recovery lesson format, list of Spanish literature books identified for the program, the observation tasks, data collection forms, and Spanish-to-English translations. (MSE)

ED 356 623 FL 021 097

Regan-Baker, Maureen
Foreign Language and the Youngest Learner: How To Begin. (Examples in French.)
PUB DATE- Sep 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cultural Awareness; Elementary Education; Elementary School Students;

ED 356 641 FL 021 133

Jaquith, Paul, Ed.
Technology in Language Teaching.
PUB DATE- 92
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Classroom Techniques; Cognitive Style; *Computer Assisted Instruction; *Computer Assisted Testing; Cooperative Learning; Discourse Analysis; *Educational Technology; *English (Second Language); Indexes; Interactive Video; Japanese; Multimedia Instruction; Second Language Instruction; Second Language Learning; *Second Languages; Teacher Education; Videotape Recordings
IDENTIFIERS- *Speech Recognition; *Virtual Reality

In this special issue on technology in language teaching, major articles include: "Sociocultural Aspects of Second Language Acquisition" (David Nunan); "The Need for Multi-Media ESL Teaching Methods: A Psychological Investigation into Learning Styles" (Don W. Hinkelman, Jay M. Pysock); "Can Japanese Children Learn English?" (David Paul); "Concordancing in the Language Classroom" (Irene F. H. Wong, Dorothy Cheung, Lai Phooi Ching); "Jigsaw: Cooperative Learning for EFL Students" (Anita Lie); "Education and CAI (Computer Assisted Instruction)" (P. L. Knowles); "Application of Speech-Recognition Technology to Language Instruction" (Dimitry Rtischev); "A Glimpse of the Virtual Future" (Macey B. Taylor); "Look Who's Talking: A Computer-Assisted System for Discourse Analysis" (Karen Price); "Integrating Video into Teacher Education" (Susan Stempleski); "Teacher Training Videotapes for TESOL" (Dean Brodkey); "Using Computers in Language Testing" (J. D. Brown); and "A Review of 'Computers in Applied Linguistics and Language Teaching: A CALL Handbook'" (Paul A. Cunningham). Additional book reviews, publications notices, and professional announcements are included. (MSE)

ED 356 642 FL 021 135

Woodward, Tessa, Ed.
The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers, 1992.
PUB DATE- 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Class Activities; Classroom Observation Techniques; Classroom Research; Classroom Techniques; Educational Change; Empathy; Employment Potential; English (Second Language); Feedback; Foreign Countries; Games; Inservice Teacher Education; Instructional Materials; *Language Teachers; Second Language Instruction; *Second Languages; Student Evaluation; *Teacher Education; *Teacher Educators; Teacher Role; Teaching Assistants; Testing
IDENTIFIERS- *Spain

This document consists of the three issues of the serial "The Teacher Trainer" issued during 1992. Articles include: "Resistance to Change in Teacher Training Courses"; "Teacher Training Games Series: Game 6: Language Bridge"; "How Trainees

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Educational Objectives; Elementary Education; *FLES; *Immersion Programs; *Instructional Materials; *Language Teachers; Program Development; Second Language Instruction; Teaching Guides; Videotape Recordings
IDENTIFIERS- Content Area Teaching

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights special considerations in the planning process that impact the delivery of instruction in the immersion classroom. The program describes four planning tasks, including: sequencing instructional objectives; identifying and developing instructional activities; identifying immersion language objectives; and selecting instructional materials. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the two papers "A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction" (Marguerite Ann Snow and others) and "What It Means To Be an Immersion Teacher" in the section "Background Reading," and then view the video program and complete the related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the six activities in the manual. Appended materials include a list of suggested ideas and resources for instructional activities in the immersion classroom and a list of total and partial immersion programs in U.S. elementary schools in 1989. (VWL)

ED 356 662 FL 021 171

Teaching Reading and Language Arts in the Immersion Classroom: Kindergarten-Grade 2. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 167p.; For other manuals in this series, see FL 021 166-176.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Classroom Environment; *FLES; *Immersion Programs; *Language Arts; Language Experience Approach; *Language Teachers; Primary Education; *Reading Instruction; Second Language Instruction; Teaching Guides; Videotape Recordings; Writing Processes

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights special considerations in teaching language arts in kindergarten through the Grade 2 immersion classroom. The program describes the following phases in teaching beginning immersion students to read: preparing students to learn to read; helping students make a transition to beginning readers; implementing formalized instruction in reading; and teaching the writing process. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the report of the Commission on Reading "Becoming a Nation of Readers" and a related paper by Donna Gouin in the section "Background

Nontraditional Education; *Program Administration; Program Evaluation; *Reading Materials
IDENTIFIERS- Chicago Public Library IL

The Adult New Reader Collection-Model Project proposed to serve five targeted groups by providing literacy, language development, and English-as-a-Second-Language (ESL) materials. The five groups included: literacy tutors; students identified by the staff and matched to their trained tutors; adult library users not connected to a literacy program who browse through the collection; adults learning to read English who need special ESL materials; teachers working with adults learning to read English and their students. The project established three major goals: to significantly enlarge the current adult new reader collection; to develop and enlarge the basic language building collection of materials already part of the literature section's collection; and to expand the ESL collection of print and non-print with multiple copies for greater availability. Details of administration of the project are provided, including a breakdown of staff time and use of funds. (KM)

ED 356 681 FL 800 623

Smith, Beverly J.; Schirato, Faye E.
Staff Training: Developing ESL Teaching Skills.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 3 Jun 90
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *Adult Basic Education; Classroom Techniques; *Cross Cultural Training; *Cultural Pluralism; *English (Second Language); *Inservice Teacher Education; Introductory Courses; *Literacy Education; Program Development
IDENTIFIERS- *Content Area Teaching; Pennsylvania

A project providing training in English-as-a-Second-Language (ESL) instruction to teachers and administrators of adult basic education programs in central Pennsylvania is described. Eleven workshops were conducted on the following topics: providing services to people of other cultures--cross-cultural differences; new approaches and techniques for beginning ESL instruction; and content-based ESL. The report consists of overviews of the project's rationale, administration and staffing, design and implementation of inservice workshops, and coordination and dissemination of project information. Materials appended to the report, which comprise the bulk of the document, include: instructional materials produced and distributed for the project; a blank participant evaluation form; summaries of the participant evaluation, organized by workshop leader and topic; and outreach materials used to advertise the workshops. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 682 FL 800 624

Berg, Martha L.
International Holidays and Observances. A Resource Guide for English-as-a-Second-Language Teachers.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jun 92

Universities; Volunteers
IDENTIFIERS- Lewis and Clark College OR; Middle School Students; Reed College OR; University of Portland OR; Warner Pacific College OR

The retrospective report summarizes results and recommendations resulting from the Oregon Community Foundation's Student Mentoring Program (SMP), which brought together college students from four private universities and a number of eighth grade students from four middle schools in mentoring relationships. The students were originally defined as "at risk," but that term was dropped as objectionable and too inexact, and the program was redefined as one for children who had the potential to go onto college and could benefit by the help provided by the mentors. The SMP was deemed successful in running the mentoring program and made advances in effective recruitment, selection, and pairing. Cost effectiveness was facilitated when colleges ran the programs on their own without central coordination; central coordination was also made difficult as the programs progressed. Costs of supporting a coordinator ultimately became too high for the four colleges participating in the program, and those who could not afford some staff time and a student coordinator ultimately had to discontinue the program. Stronger oversight from a funding source or administrator was seen as crucial to program direction. Funding was a problem in gaining some colleges' support for the program; however, two of the four colleges have shown measurable and positive results from the SMP and have chosen to continue the program. (GLR)

ED 356 701 HE 026 356

Huisman, Cate; And Others
Student Mentoring Program 1989-1992. Evaluation Report.
PUB DATE- Aug 92
NOTE- 32p.; For a related document, see HE 026 354-355.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Colleges; *College School Cooperation; *Evaluation Methods; Group Discussion; Higher Education; High Risk Students; Interviews; Mentors; Middle Schools; Private Colleges; *Program Evaluation; Public Schools; Questionnaires; Secondary School Students; *Student Development; Universities; Volunteers
IDENTIFIERS- Lewis and Clark College OR; *Mentor Project OR; Reed College OR; University of Portland OR; Warner Pacific College OR

This report describes the evaluation process of Portland, Oregon's Student Mentoring Program (SMP), a program which brought college students from four private universities and at risk eighth grade students from four middle schools in mentoring relationships. The evaluation design is described, as are the various measurements used to assess program effectiveness, including teacher and parent interviews, the various questionnaires employed, and record data analysis. The practical considerations for data collection are also discussed. Results of the evaluation are reported in the following areas: (1) school attendance records; (2) school grades; (3) mentee interviews; (4) teacher and parent questionnaires; (5) interviews and structured statements; (6) mentor questionnaires; and (7) mentor year-end discussions. The report also discusses the utility of each instrument used, and concludes with recommendations concerning better and/or more useful evaluation considerations. Appendixes contain the conference participants' responses to the address. The address, by L. Lee Knefelkamp, calls on academic affairs and student affairs professionals to work together to create "The Seamless Curriculum"; that is, to provide holistic student education in a return to the philosophy of higher education on which American colleges were founded. The talk draws attention to the factors that contribute to the continued separation of faculty and student affairs: specialization, pressure for research and scholarship, disdain for student personnel work on the part of academics, and financial competition. To reintegrate academic affairs and student affairs, the speaker urges joint action on multiculturalism and diversity, experiential and service learning, assessment, campus athletics, and the graduate education of both professions. The second paper, prepared by the Collaborative Writing Group of the Council of Independent Colleges, presents the responses of chief student affairs officers and chief academic affairs officers to the keynote ideas. These focus primarily on barriers to communication between the two areas, characteristics of successful cooperative programs, and experiences that would create the ideal graduate in the vision of private college educators. Contains a table summarizing the responses and 12 notes. (JB)

ED 356 721 HE 026 377

Herskovic, Shlomo
The Higher Education System in Israel: Statistical Abstract and Analysis.
PUB DATE- Dec 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Access to Education; Bachelors Degrees; College Faculty; College Students; Comparative Analysis; Demography; Doctoral Degrees; Dropout Rate; Educational Finance; *Enrollment Trends; Foreign Countries; Graduate Students; *Higher Education; Masters Degrees; School Holding Power; Sex Differences; *Statistical Data; Student Characteristics; Trend Analysis
IDENTIFIERS- *Israel

This edition of a statistical abstract published every few years on the higher education system in Israel presents the most recent data available through 1990-91. The data were gathered through the cooperation of the Central Bureau of Statistics and institutions of higher education. Chapter 1 presents a summary of principal findings covering the potential for and accessibility to undergraduate studies, student characteristics and enrollment, the progression of undergraduate studies in universities, recipients of degrees, staff, and financial and physical data. When possible, comparisons are made with similar data from other developed nations. Findings include the following: entering undergraduates are either those who completed secondary education in Israel with a matriculation certificate, those who lack the matriculation certificate, or immigrants who completed secondary school abroad; the total number of students in higher education has increased by 6.4 percent since 1989-90; and the percent of students receiving bachelors degrees within 5 years has improved significantly. Remaining chapters present the data in extensive tables and figures. Appendixes contain a brief outline of the higher education system in Israel, technical information on the sources of data, definitions and classifications, and price

PUB DATE- 93
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; College Students; Computer Uses in Education; *Counselor Role; Demography; Foreign Countries; Health Needs; Higher Education; International Education; *Overseas Employment; *Program Administration; *Program Development; Program Evaluation; Program Implementation; Publicity; Safety; *School Counselors; Student Exchange Programs; Student Financial Aid; *Study Abroad
IDENTIFIERS- Diversity (Student)

This volume offers a series of papers and essays as a guide to higher education advisors and administrators in the field of education abroad. Papers are organized into three sections which address education abroad in general, advising, and program development and evaluation. The following papers are included: "Being a Professional in the Field of Education Abroad" (Archer Brown and David Larsen); "The Education-Abroad Office in Its Campus Context" (Paul DeYoung and Paul Primak); "Academic Credit" (Eleanor Krawutschke and Kathleen Sideli); "Financial Aid" (Nancy Stubbs); "The Office Library and Resource Materials" (Catherine Gamon and Heidi Soneson); "Computerizing Operations" (James Gehlhar and Kathleen Sideli); "Promotion and Publicity" (My Yarabinec); "The Demographics of Education Abroad" (Stephen Cooper and Mary Anne Grant); "Advising Principles and Strategies" (Cynthia Felbeck Chalou and Janeen Felsing); "Promoting Student Diversity" (Margery A. Ganz et al.); "Health and Safety Issues" (Joan Elias Gore); "Predeparture Orientation and Reentry Programming" (Ellen Summerfield); "Program Planning, Budgeting, and Implementation" (Jack Henderson et al.); "Program Designs and Strategies" (Joseph Navari and Heidi Soneson); "Work Abroad and International Careers" (William Nolting); and "Program Evaluation" (Michael Laubscher and Ronald Pirog). Appendixes contain a bibliography of about 180 print and non-print items as well as about 90 organizations, a 1990 report of a national task force on undergraduate education abroad, a Pennsylvania State University program evaluation guide, the Association of International Educators' code of ethics, and a paper on reading study abroad literature.

ED 356 741 HE 026 397

Solomon, Robert; Solomon, Jon
Up the University: Re-creating Higher Education in America.
PUB DATE- 93
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College Faculty; College Instruction; *College Role; *Democracy; Educational Change; Equal Education; Government Role; Graduate Study; *Higher Education; Open Universities; Role of Education; School Restructuring; *State Universities; Student Role; Undergraduate Study; Universities

This book advances an argument for how to restructure public

Computer Networks; Educational Research; *Electronic Mail; Faculty Development; Higher Education; Professional Development; Questionnaires; *Telecommunications; Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; Training Needs; University of Alaska Anchorage

This paper is an introduction to computer-mediated communication (CMC) for university faculty and uses of CMC in education and professional development. An introductory section defines CMC, describes CMC tools, and briefly reviews the literature. The following topics related to CMC in instruction are addressed in the first section: educational uses of CMC; advantages and disadvantages; usage guidelines, including the electronic moderator, design issues, and electronic messages; and CMC in the classroom. The next section discusses CMC in professional development and research; and the third section describes CMC at the University of Alaska, Anchorage (UAA), including electronic mail, computer conferencing, and computer networks. Recommended resources and 50 references are listed. Appendix A contains a study by the author done in April 1992, entitled "Faculty Use of Computer-Mediated Communication at the University of Alaska Anchorage." This research report describes a questionnaire sent to faculty via electronic mail to determine how often and for what purposes faculty members utilize CMC. Results indicate a low level of CMC usage reported, particularly in the area of instruction, with many faculty indicating a desire to have more information and training on CMC. The questionnaire and questionnaire results are appended; and a list of 25 references is included. (ALF)

ED 356 760 IR 015 980

Going the Distance: A Handbook for Developing Distance Degree Programs Using Television Courses and Telecommunications Technologies.
PUB DATE- 92
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Cost Effectiveness; Courseware; *Distance Education; Educational Radio; Educational Technology; Educational Television; Higher Education; *Instructional Development; Library Services; Models; Nontraditional Education; Telecommunications; *Telecourses

This handbook is designed to serve the needs of colleges and universities considering the development of distance degree programs. Its objectives are to report on current practices among colleges offering degree programs primarily through telecommunications; to describe current distance degree programs that can be used as models; and to identify nationally available television and audio courses that can be used in distance degree programs. The following is an overview of each chapter: (1) "Introduction" looks at current trends in distance learning in higher education; (2) "Major issues that need to be examined early" analyzes the potential market, missions, barriers to success, admissions policies, accreditation, and consortium membership; (3) "Building a broad base of support" identifies levels of approvals needed within the institution and the state; (4) "Issues in program development" discusses them whenever and wherever they are. The goals of the UAP program for the medium-term are summarized, and its accomplishments to date are reviewed. (SLD)

ED 356 778 IR 054 469

IFLA General Conference, 1992. Presession Seminar on the Status, Reputation, and Image of the Library and Information Profession. Papers.
PUB DATE- Sep 92
NOTE- 97p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Guidelines; International Organizations; *Librarians; Library Associations; *Library Science; Marketing; Public Opinion; *Recognition (Achievement); *Reputation; *Responsibility; Status
IDENTIFIERS- *Information Providers; International Federation of Library Associations; *Professional Image

Seven papers are presented from the presession of the 1992 International Federation of Library Associations and Institutions (IFLA) conference dealing with the status and reputation of the library and information professions, which continue to suffer a lack of image in society. Suggestions for improving the status of the library and information science professions are offered. The following papers are included: (1) "The Social and Professional Responsibilities of the Profession" (Pawan K. Gupta); (2) "Improving the Market Value of the Profession: Educational Requirements" (Christine O. Kisiedu); (3) "Image, Status and Reputation: Some Observations" (Russell Bowden); (4) "Management of Professional Associations: Guidelines" (David R. Bender); (5) "Statutory Recognition of Library and Information Profession" (A. O. Banjo); (6) "Improving the Market Value of the Profession: Increasing Recognition" (Elizabeth C. Reade Fong); and (7) "Perceptions of the Status of the Profession" (Maria Elena Zapata Z.) References follow most papers. (SLD)

ED 356 779 IR 054 470

IFLA General Conference, 1992. Division of Bibliographic Control: Section on Bibliography. Papers.
PUB DATE- Sep 92
NOTE- 99p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annual Reports; Bibliographic Databases; *Bibliographic Records; Bibliographies; *Cataloging; Feasibility Studies; Foreign Countries; Guides; *International Cooperation; International Organizations; Library Associations; Library Automation; Library Catalogs; *Library Technical Processes; Popular Culture

a description of the Missouri Instructional Materials Laboratory, instructional materials for special populations, Missouri Vocational Resource Center, Missouri LINC, Missouri Special Education Dissemination Center, resources for assistive devices and accommodations, additional resources, and a directory of organizational resources for people with disabilities. Six appendixes contain the following: the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, and other legislation; support services/curriculum and equipment modification; how to write and use learning activity packages; written vocational plans; supplemental teacher recordkeeping; and a vocational planner's guide to the Perkins legislation. (KC)

ED 356 328   CE 063 389

Benton, Thomas; Woloszyk, Carl A.
Establishing a Tech Prep Curriculum for Marketing Education.
PUB DATE- 31 Jan 93
NOTE- 17p.; Paper presented at the Tech Prep for Marketing Careers Conference (Denver, CO, January 31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *Curriculum Development; *Distributive Education; Educational Certificates; High Schools; *Marketing; Postsecondary Education; State Programs; Statewide Planning; Student Certification
IDENTIFIERS- *Michigan; *Tech Prep

Tech prep is an alternative to the traditional college preparatory course of study. It is a 4-year sequence of study encompassing Grades 11 and 12 through 2 years of postsecondary occupational education culminating in a certificate or associate degree. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is the catalyst for change in vocational-technical education in Michigan. The act authorizes projects and activities at the state and local levels under Title III, Tech Prep Education. Through funding provided by the Carl Perkins Act, Michigan has established tech prep consortia of educators, business, and labor. Efforts at formulating a tech prep curriculum for marketing education in Michigan incorporate Parnell's key design components (1975, 1985), which suggest a four-step process for establishing a tech prep program: conduct a program review, restructure curriculum in marketing education, establish articulation agreements between secondary and postsecondary institutions, and implement a program. (YLB)

ED 356 329   CE 063 392

Forlizzi, Lori A.; And Others
Project Lifelong Learning: Dissemination of Educational Research in Adult Literacy and Lifelong Learning. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Demonstration Programs; Diffusion

problems; and (3) personal qualities (individual responsibility, self-esteem, self-management, sociability, and integrity). EDP's use of a consensus model to determine skills and level of demonstration required for mastery and EDP's combination of methods are described as illustrating SCANS recommendations. An attachment compares skills employers want and skills of EDP graduates. The second presentation considers EDP and CASAS. An attached conference paper describes EDP and how EDP skills are demonstrated. Discussion then centers on how EDP is similar to and different from the CASAS High School Program. Other topics include how EDP differs from the General Educational Development (GED) Tests, the need for an alternative to the GED Tests and CASAS, and implementation of EDP. An attachment compares and contrasts CASAS and EDP. (YLB)

ED 356 347 CE 063 421

Harvey, Florence
Results from the First National EDP Survey. Report from the Other High School Diploma Program.
PUB DATE- Nov 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Certification; Comparative Analysis; *Competency Based Education; Educational Attainment; *Educational Certificates; Employment Experience; *Experiential Learning; *External Degree Programs; *High School Equivalency Programs; Lifelong Learning; Performance; Secondary Education; *Student Evaluation
IDENTIFIERS- General Educational Development Tests

The National External Degree Program (EDP) of the American Council on Education is an alternative way for adults to earn a high school diploma. EDP is a competency-based, high school level assessment system that credentials mature adults who have acquired their high school level skills through their life experience. It uses materials adults have seen and used in their roles as citizens and workers. EDP differs from the General Educational Development (GED) Tests, because EDP does not look like a traditional test but consists of projects and oral interviews in which adults demonstrate 65 competencies in a series of private, weekly appointments. No courses are required; counseling and referrals are part of the EDP system. EDP has been added to provide an alternative for a population not normally served by the GED program. The first national survey of EDP graduates has been conducted. It illustrates how EDP complements GED, as it serves a different population with regard to student goals, age, and time spent out of school. According to the findings, nearly one in four indicated some disability; 66 percent were employed for pay before entering the program, as compared to 50 percent among GED test-takers; two-thirds indicated personal satisfaction as the most important reason for taking the EDP, whereas 32 percent of GED test-takers cited employment; and less than 2 years after completing the EDP, 40 percent had enrolled in another educational program. (YLB)

ED 356 348 CE 063 422

follows: (1) respondents included a high proportion of learners from those groups traditionally underrepresented in education and training; (2) learners placed a high value on credits, but needed to be introduced with sensitivity to the idea of accreditation; (3) learners joined courses for a range of personal, social, educational, and vocational motives; (4) during the course of that learning program, learners' confidence was boosted, and their ambitions and expectations were raised; (5) most, including many who had no original ambition to progress, went on to further learning; (6) of the minority who did not start another course, family commitments was the most common reason; and (7) most associated credits with enhanced value, higher quality, and increased recognition by others. (YLB)

ED 356 365 CE 063 449

Parjanen, Matti, Ed.
Values and Policies in Adult Higher Education.
PUB DATE- 93
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adult Education; Adult Vocational Education; Change; Comparative Analysis; Educational Needs; *Educational Policy; Foreign Countries; Higher Education; *International Cooperation; *Labor Force Development; Policy Formation; Secondary Education; Socioeconomic Influences; *Values; *Vocational Education
IDENTIFIERS- *Finland

This collection of four articles reflects the suspicions of adult education researchers that politicians are exploiting the positive values attached in Finland to adult education, that is, increasing adult education, while imposing tight restrictions in the form of market mechanisms. "Values and Responsiveness in Adult Higher Education" (Matti Parjanen) presents an exposition of the terms "exchange value" and "use value" as a means of explaining the relation between education and working life. It demonstrates the crucial nature of responsiveness in the development of an active society. The article shows that great cultural differences persist in Europe in the conditions for implementation of educational policy. "Values in Adult Education: Unity and Plurality" (Geoffrey Squires) analyzes the values of adult education and emphasizes the close dependence of these values on the socioeconomic climate and suggests two characteristics of the education of adults: "existential centrality" and "institutional marginality." "Towards a Single European Education Policy?" (Matti Parjanen, Reijo Raivola) addressing the European Community's (EC) plans for higher and adult education, takes the view that no normative educational plan and policy exists, and anticipates no great changes in Finland if it enters the EC. "Unity and Diversity in European Secondary Education" (Matti Volanen) predicts that principles of open structures and options and of open knowledge and skills will be important in the EC. It argues that educational needs expressed by labor markets are an insufficient indicator for educational planning. (YLB)

ED 356 366 CE 063 450

Johnson, Julie M.
Teacher Education Reform: Transforming the Practice of Home

Education; *Health Care Costs; *Health Education;
*Institutional Cooperation; Models; Problem Solving; *Rural
Areas; *Statewide Planning
IDENTIFIERS- *Missouri

The Missouri Rural Innovation Institute (MRII) of the University of Missouri Extension and the Missouri Department of Health began an effort in 1989 to help communities foster a greater awareness about health care and its cost, availability, and access. The institute sought to initiate action at the local and state levels. This initiative has focused on empowering rural residents and community leaders to be innovative and informed risk-takers in shaping the future through developing a rural health vision for the community, identifying and accessing resources, networking and collaborating with others, and encouraging other community members to participate. Together the two institutions have sponsored educational efforts, have developed support and involvement of others to address rural health issues in the state more effectively, and have been cited as a model for collaborative programming for other states. MRII strives to improve primary care delivery and access and strengthen prevention and wellness efforts. It was started with a statewide rural health seminar that discussed issues and set up initiatives, including statewide networking, rural health task forces, and the Missouri Rural Health Clearinghouse. (An appendix contains the following: seminar participation by counties, issues identified in the seminar, table of organization for the coalition and task forces, mission statement for the Missouri rural health coalition initiative, profile of the Missouri Office of Rural Health, and text of the Missouri Office of Rural Health Legislation.) (KC)

ED 356 382 CE 063 472

Rachal, John R.
Adult Education: A Bibliography of English-Language Books and
Selected Non-Periodical Literature.
PUB DATE- 92
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult
Literacy; Adult Programs; Adults; Adult Students; Andragogy;
Books; Citations (References); Community Education; *Continuing
Education; Educational Needs; Educational Philosophy;
*Educational Practices; Extension Education; High School
Equivalency Programs; International Education; Job Training;
*Literacy Education; On the Job Training; Professional
Continuing Education; *Program Development; Teaching Methods

This bibliography lists almost 4,000 books and other selected nonperiodical literature in the field of adult education. The bibliography was prepared using the following sources: the card catalogue of the University of Southern Mississippi (USM) library; the bibliographies of all adult education books in the library's holdings; articles and book reviews from "Journal of Adult Education" (1929 and following), "Adult Education" (1951 and following), "Adult Education Quarterly" (1983 and following) and "Lifelong Learning" (1977 and following); recent catalogs and advertisements from publishing firms; and other bibliographies. (Citations for books that are located in the USM library include call numbers.) The materials are listed alphabetically under 12 broad headings, with subheadings in some categories: general works in adult education; agencies and institutions (cooperative extension, community and public

NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Communication Skills; Competency Based Education; Core Curriculum; *Food Service; Foreign Countries; *Hospitality Occupations; Instructional Materials; Job Skills; Learning Activities; Learning Modules; Literacy Education; Mathematics Skills; Occupational Home Economics; Postsecondary Education; Reading Skills; Staff Development; Verbal Communication; Vocational Education; Writing Skills
IDENTIFIERS- England; Wales

This training pack is designed for use with employees in the catering and hospitality industries. The material takes common workplace procedures and terminology and uses these as the basis for improving reading, writing, oral communication, and math skills. The pack is designed as a complete course of 13 modules over a period of 32-48 hours, but each module is also freestanding. The modules cover the following: notices and instructions; following instructions; accident reports; formal writing; company communications; oral communications (OC) 1; total quality management; OC 2; OC 3; numerical records; percentages and decimals; interpreting visual information; and metric and imperial conversion. A framework lists the modules and gives a detailed overview of the job areas covered by the material. Information is included about the competencies that can be achieved through each module. Each module is divided into two sections. The front page of Section A states the aim of the module and related skills, makes suggestions for the introduction, and lists material needed. The center pages are the main scheme of work and include a time guide, skills, method/activity, notes to trainer, and reference to relevant tasksheet. Section B, Extension Activities, is appropriate for employees who have more confidence in their basic skills and would like to practice them in a more advanced context. It presents aims, skills, and activities with relevant case studies, tasksheets, and exemplar materials. The pack also includes sample materials that offer further strategies for improving basic skills and give further practice and an assessment sheet with completed example sheet. (YLB)

ED 356 401 CE 063 503

Open Learning Centres in England and Wales 1988-92.
PUB DATE- Mar 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Adult Basic Education; Adult Literacy; Adult Programs; Ancillary School Services; *Basic Skills; Distance Education; Foreign Countries; Literacy Education; Nontraditional Education; *Open Education; Open Enrollment; Program Development; *Program Effectiveness; Publicity; Public Relations; *Resource Centers; Student Recruitment; Teaching Methods; Youth Programs
IDENTIFIERS- England; *Open Learning Centres; Wales

A study evaluated the 83 basic skills open learning centers established in England and Wales to improve opportunities for adults and young people to improve essential basic skills. They were established in a variety of locations, ranging from further education colleges or adult education centers to

Tennessee, Utah, Virginia, West Virginia, Wisconsin, and Wyoming. Alaska, Idaho, and Washington are participating in one regional center; Connecticut, New Hampshire, Massachusetts, Maine, Rhode Island, and Vermont in another; and Minnesota and South Dakota in a third. (YLB)

ED 356 421 CE 063 534

Henderson, Joe L.
Treating Illiteracy in the High Desert of California: A Psychological Approach.
PUB DATE- Mar 93
NOTE- 39p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (6th, Kansas City, KS, March 1-2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Competence; Educational Diagnosis; Elementary Secondary Education; Functional Literacy; *Literacy Education; *Military Training; Minimum Competencies; Program Development; Program Implementation; Screening Tests
IDENTIFIERS- *Mojave Desert

The United States lacks uniform popular definitions of "literacy," remediations, or consensus for national standards. Factors beyond the control of educational and political structures continually modify and dominate discussions of illiteracy and strategies of remediation. In most advanced cultures, alienation and functional illiteracy are probably pervasive among subcultural groups and individuals. Culturally based definitions of illiteracy and functional illiteracy should be accepted. Mainstream research on Maslowian, Piagetian, and deterministic issues has not been pertinent to the problems of illiteracy. The campaign to abolish illiteracy in the Mojave Desert of California centers on three separate projects, each with similar motives but differing approaches. The largest effort has been the Basic Skills Education Program of the Army. An initial program screens personnel and provides up to 52 hours of instruction in math, English, and writing skills. The second program is the Early Literacy Intervention Program being phased in by the Morongo Unified School District. Children with basic literacy skills deficiencies in grades K-12 are identified and receive individualized or small group instruction. The third program is the Morongo Basic Coalition for Adult Literacy. Central issues of illiteracy and functional illiteracy remain to pose challenges: no true working definitions, true illiterate people who are not being reached, and the challenge to find a method to educate this population. (Contains 339 references.) (YLB)

ED 356 422 CE 063 535

Garganta, Kevin J.
The Question of Mandatory Continuing Education for Professionals.
PUB DATE- Nov 89
NOTE- 60p.; Qualifying paper for Ed.D., Harvard University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Certification; Legal Responsibility; *Professional Continuing Education; Professional Development; Program Effectiveness; State Licensing Boards; State Standards

functioning. For example, when compared to individuals who scored low in Ho, high Ho individuals were more suspicious, more anger-prone, and more irritable. This study investigated whether the self esteem (SE) levels of adolescents having high personal standards are more vulnerable to the deleterious effects of parental Ho than are the SE levels of those who do not hold high standards of personal performance. Subjects were 69 college students from intact families and both of their parents. College student subjects completed a global self-esteem questionnaire; a questionnaire measuring high personal standards, and a demographic information sheet. Parents filled out the Ho scale. The results indicated that mothers' and fathers' hostility were inversely related to their adolescents' self-esteem. High standards held by the adolescents for their own behaviors were not related to their self-esteem; however, these high standards had strong cognitive moderating effects, magnifying the deleterious consequences for adolescent self-esteem. (Author/ABL)

ED 356 441   CG 024 836

Cohen, Stu; Wilson-Brewer, Renee
Violence Prevention for Young Adolescents: The State of the Art of Program Evaluation. Working Papers. Proceedings of the Carnegie Corporation Conference on Violence Prevention for Young Adolescents (Washington, D.C., July 12-13, 1990).
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Sep 91
NOTE- 66p.; For a related document, see CG 024 837.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Intervention; *Prevention; *Program Evaluation; Program Improvement; Research Needs; *Violence

This report contains a summary of a survey of violence prevention programs and a conference on the state of the art in evaluating such programs, as well as conclusions and recommendations. The survey of 51 violence prevention programs focused on evaluation activities. Analysis of the data indicated: frequently the goals have not been used to refine objectives that can be used in evaluation design; there have been few attempts to employ multiple measures of impact; and there has been little attempt to examine the differential effects of interventions on subgroups of youth at risk. The conference summary includes texts of presentations by four individuals and findings from the discussion. These conclusions and recommendations are presented: (1) funding and technical assistance should be made available to review identified promising programs; (2) the provision of resources for the expanded evaluation of promising programs is a task beyond the capacity of any single funding source; and (3) the identified promising projects should be used as laboratories for the development of intermediate outcome measures, for the validation of existing measures, and for the development of new evaluation methods. Specific product recommendations made include a handbook on violence prevention and a catalog on culturally sensitive measures in evaluation. Recommended activities include convening an annual meeting; conducting a summer institute; developing interdisciplinary research centers; increasing outreach to and recruitment of minority students and faculty; and conducting rigorous evaluations of model programs. (ABL)

  *Reading Research; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Presenting information for the improvement of instruction and services to at-risk students from elementary through beginning college levels, this ERIC "FAST Bib" focuses on recent research and strategies for Chapter 1, a federally funded program serving at-risk students since 1965. The FAST Bib presents 25 annotations of ERIC documents and journal articles published between 1986 and 1992. The FAST Bib is divided into four sections: (1) an overview of recent research; (2) information on assessment regarding diagnosis and accountability; (3) descriptions of effective teaching strategies; and (4) suggestions for parental involvement. (RS)

ED 356 461   CS 011 273

Warren, John
Curriculum Development in the Language Arts. Focused Access to Selected Topics (FAST) Bib No. 65.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Curriculum Development; Curriculum Problems; Elementary Education; Instructional Development; *Language Arts
IDENTIFIERS- Curriculum Emphases

This ERIC "FAST Bib" provides annotations of ERIC documents and journal articles that address the question of how to balance two opposing forces operating in today's schools, i.e., the forces of change and complacency, to establish an exemplary language arts curriculum that is a reality and not just a theoretical mirage. The 18 annotations presented in the FAST Bib are of materials published in 1990 and 1991 that discuss this question. The FAST Bib begins with an overview section containing articles concerning issues related to curriculum development in the language arts, proceeds to titles in the areas of reading and writing, and concludes with materials on oral communication. (RS)

ED 356 462   CS 011 274

Petreshene, Susan S.
Mind Joggers! 5- to 15-Minute Activities That Make Kids Think.
PUB DATE- 85
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Creative Thinking; Critical Thinking; Elementary Education; *Language Arts; *Mathematics; Memory; *Problem Solving; *Skill Development; *Thinking Skills
IDENTIFIERS- *Critical Listening

Designed to help stimulate the development of thinking skills in children of varying abilities and to review basic skills at all elementary grade levels, this book contains 153 "ready-to-go" classroom activities. Included are "total-group," "partner," and "individual" activities. Activities in the book are five participants in the story as well as a detailed overview of their proposal. A chronology of the university's definition of and edicts concerning temporary instructors is included; and nine appendixes, including a chronology of working conditions, salary charts, evaluation criteria, letters and memoranda, are attached. (Contains 15 references.) (Author/SAM)

ED 356 484 CS 213 775

Denner, Michael
Writing To Learn. Focused Access to Selected Topics (FAST) Bib No. 66.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Mathematics Instruction; Program Descriptions; Science Instruction; Social Studies; Teaching Methods; *Writing Across the Curriculum; Writing Instruction; Writing Processes
IDENTIFIERS- *Writing to Learn

Suggesting that writing can play an integral part in the learning process, this ERIC "FAST Bib" provides annotations of 31 ERIC documents and journal articles published between 1987 and 1992 concerning the Writing to Learn movement. The citations in the first section of the FAST Bib present an overview of the theories and criticisms of writing to learn. The second section contains concrete examples of the uses of Writing to Learn in the classroom: examples include uses in social studies, mathematics, science, and language arts. (RS)

ED 356 485 CS 213 776

Sullivan, Arlene
Death in Literature for Children and Young Adults. Focused Access to Selected Topics (FAST) Bib No. 62.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Childrens Literature; *Death; Elementary Secondary Education; Literature Appreciation; Teaching Methods; Young Children

Noting that the topic of death is pervasive in literature for children and young adults, this annotated bibliography of material in the ERIC database is designed to make classroom teachers aware of books and literature available on the topic of death. Some of the 32 annotations are reviews of books dealing with death, some are booklists containing books on death and dying in fiction and nonfiction, some contain teaching approaches, and others give an overview of the topic. The books, conference papers, and journal articles represented in the annotated bibliography were published between 1981 and

Analysis of False Starts in Spontaneous Speech.
PUB DATE- Oct 92
NOTE- 5p.; Paper presented at the International Conference on Spoken Language Processing (Banff, Alberta, Canada, October 12-16, 1992). Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Foreign Countries; Higher Education; *Speech Communication
IDENTIFIERS- *Automatic Speech Recognition; Spectral Analysis; *Spontaneous Speech

A primary difference between spontaneous speech and read speech concerns the use of false starts, where a speaker interrupts the flow of speech to restart his or her utterance. A study examined the acoustic aspects of such restarts in a widely-used speech database, examining approximately 1000 utterances, about 10% of which contained a restart. Identifying the type of restart in such cases could improve the performance of an automatic speech recognizer, by eliminating from consideration some hypotheses based on spectral analysis. Results showed that simple restarts (those without inserted or substituted words) could be distinguished acoustically, via an analysis of duration, F0 (fundamental frequency) and spectral detail in the neighborhood of a pause. This would allow automatic identification of such restarts with an accuracy exceeding 80%, while keeping false alarms to below 10%. (Author/SR)

ED 356 507 CS 508 155

Crawford, C. B.; Nuss, Mark D.
Performance Evaluation Interviews: A Method to Bring Forensic Coaches' and Students' Expectations Together.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Kansas Speech Communication Association (54th, Great Bend, KS, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Evaluation Criteria; Higher Education; Performance; Speech Communication; *Student Evaluation; Teacher Student Relationship
IDENTIFIERS- Debate Coaches

This paper focuses on the performance evaluation, a tool extensively treated in the scholarly literature that allows managers and employees to gain shared understanding about workplace behavior. The paper maintains that in the forensic community, the performance evaluation interview can also be an effective forum in which coaches can give constructive feedback to student competitors. The paper's first section focuses on the importance of performance evaluation interviews. The second section deals with purposes of performance evaluation interviews, while the third section discusses preparing for effective performance evaluation interviews. The fourth section sets out an effective performance evaluation interview procedure, and the fifth section discusses potential problems. A performance evaluation sheet is appended. (SR)

ED 356 508 CS 508 159

is a proactive approach to work that is guided by a distinctive set of beliefs about what is possible. Data are presented to show the extent to which self-reports of principals and teacher ratings are in agreement regarding perceptions of instructional leadership within the school building. Additional data reported here demonstrate a chain of empirical relationships from principal instructional leadership beliefs and practices, through teacher satisfaction and commitment, to student commitment and achievement. (Contains 41 references.) (Author)

ED 356 527 EA 024 744

Odden, Allan; Massy, William
Funding Schools and Universities: Improving Productivity and Equity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensation (Remuneration); Cost Effectiveness; *Educational Quality; Efficiency; Elementary Secondary Education; *Equal Education; *Financial Exigency; Financial Support; Higher Education; *Outcomes of Education; *Productivity; *Resource Allocation; Universities

This report discusses trends in education funding over a 40-year period (1950-1990); describes how education dollars are spent; identifies reasons for increases in the cost of education; and offers some observations on the education productivity problem. It also addresses equity issues at both K-12 and postsecondary levels and suggests ways to improve educational outcomes, productivity, and equity. Contrary to public perception, funding for elementary and secondary schools, colleges, and universities has generally increased by substantial margins over the last 40 years. Few if any indicators of student achievement or educational quality has increased at the same rate as funding. The causes of this productivity decline include: (1) the "cost-disease" in labor-intensive activities where costs increase while output is fixed; (2) the "growth force" pressures that attempt quality improvements by service expansion coupled with unavoidable salary and benefit costs; (3) the "administrative lattice" problem of disproportionate increases in administrator and staff pools relative to teachers; and (4) the "academic ratcheting" of classroom norms such as size, planning time, and physical amenities that substantially increase resource demands. To improve their use of resources, elementary and secondary schools should focus closely on outcomes, teacher compensation, decentralizing management practices, and transferring funding to individual schools. To achieve productivity gains, higher education should refocus and prioritize institutional missions. This process relies on enhancing administrative output and decentralizing management authority to departments. Significant changes are needed to improve the productivity and equity of the American educational system. Contains 102 references. (TEJ)

ED 356 528 EA 024 745

Fuhrman, Susan H.; Massell, Diane
Issues and Strategies in Systemic Reform.
SPONS. AGENCY- Office of Educational Research and Improvement

characteristics of graduates and the job market--is a problem in Indonesia and many other countries. Job markets at the junior secondary level are very tight in Indonesia with low levels of unemployment at all ages, short job-search times, and high real rates of return. Unemployment, however, among the senior secondary vocational and senior secondary general school graduates is high, even though the real rates of return are also high. The same is true for college and university graduates. Rates decrease, however, as years pass after graduation. There are several reasons for this external inefficiency: underinvestment in secondary education, increased use of market signals for planning and annual budgeting decisions, excess "social demand" for higher education and insufficient resource recovery, inaccurate selection criteria, and inadequate educational financing methods. Several policy options could be implemented. The importance of education to economic growth and to reducing inequality can be substantial. But continuous improvements must be made in the external and internal efficiency of education and preparation for jobs. Chapters include information on universal basic education, market signals and labor market analysis, human resource development, financing education, the economics of school expansion, higher education, and graduate job placement. (JPT)

ED 356 547 EA 024 806

Sector Review: Workshops I and II. Pengian kebijakan, Subsektor Pendidikan, SD dan SMP. East Java Province, West Java Province, South Sulawes Province. Educational Policy and Planning Project.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; Ministry of Education and Culture (Indonesia).
PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Development; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Measures (Individuals); *Personnel Data; *Personnel Evaluation; Research Methodology; Workshops
IDENTIFIERS- *Indonesia

This publication contains the first two of three training workshop manuals designed to be used in conducting an update of the Indonesian Education and Human Resources Sector Assessment. Workshop I covers the basic concepts, skills, and methods needed to design subsector updates and develop a draft plan for update activities. Workshops II and III test, evaluate, and revise skills and products with a special emphasis on improving draft reports. In the Workshop I manual, a framework is provided to identify the information and analyses required for the assessment update. The manual also provides information on basic concepts and definitions, the education-production function, indicators of equity and efficiency, quantitative data methods, components of subsector descriptions, interview methods, cost analysis, unit and cycle cost calculations, and postworkshop assignments. The Workshop II manual focuses on the use of concepts and skills in sector work. There are two major objectives: (1) review, discuss, and finalize the National and provincial contexts for the review of primary and secondary schooling, and describe the status of their subsectors, as well as needs, plans, and constraints; and (2) analyze the issues

South Educational Research Association (Knoxville, TN, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Administrator Qualifications; *Educational Administration; Elementary Secondary Education; Higher Education; Public Schools
IDENTIFIERS- *California; *California Commission on Teacher Credentialing

Increasing demands on educational administrators have made it essential to assess the programs that prepare them for their positions. The California Commission on Teacher Credentialing has identified essential school administrator skills. A study of California school administrators gauged how well preparation programs readied them for school administration. Fifteen hundred surveys were mailed at random to administrators; of this total 477 were returned, and of those, 300 were returned by elementary administrators, 82 by middle/junior high administrators, and 95 by administrators of high schools. The surveys covered several areas of educational administration: leadership, educational improvement, personnel, school-community relations, legal and financial matters, governance and politics, school management, organizational issues, instructional leadership, evaluation, professional and staff development, school law and political relations, fiscal management, human and material resources management, and cultural and socioeconomic diversity. Only the surveys returned from elementary school administrators were judged statistically valid. Administrators felt best prepared in the legal framework of American education and public schools, and financing public schools. Administrators felt least prepared in special program funding and laws, adult education, meeting limited- English-proficient student needs, building and materials planning, and computer technology. The majority of administrators also felt that university faculty who are also practicing administrators in public schools were best suited to teach administrator education programs. A sample survey is appended. (JPT)

ED 356 566 EA 024 833

Davidson, Betty M.; St. John, Edward P.
School Restructuring: A Study of the Role of the Principal in Selected Accelerated Schools.
PUB DATE- Jan 93
NOTE- 39p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28, 1993). For a related paper, see EA 024 834.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Educational Change; Elementary Education; *Leadership; *Principals; Public Schools; *School Based Management; *School Restructuring; *Teacher Administrator Relationship
IDENTIFIERS- *Accelerated Schools

Changes in the principal's role--from a manager to a facilitator--are integral to most recent restructuring efforts such as the accelerated schools process. Traditional ideas about the role of the principal appear inadequate to the challenge of restructuring now facing the schools. Some researchers in the developed for completing unemployment paperwork, and a report describing the essential elements of a competent supported employment service. (DB)

ED 356 584 EC 302 024

Derewetzky, Solomon
Project Compugrafia.LEP. Final Evaluation Profile, 1991-92. OREA Report.
PUB DATE- Jul 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Career Education; *Computer Literacy; Educational Objectives; Elementary Education; Elementary School Students; *English (Second Language); *Limited English Speaking; Low Income Groups; Parent Participation; Program Effectiveness; Program Evaluation; Program Implementation; *Second Language Instruction; Spanish Speaking; Supplementary Education; Urban Education
IDENTIFIERS- New York City Board of Education; *Project Compugrafia LEP NY

Project Compugrafia.LEP (Limited English Proficiency) was designed to provide supplementary services and materials to existing bilingual special education programs in nine elementary schools in the Bronx (New York). The 471 project students were mildly to moderately disabled children from low-income Spanish-speaking families. The components of the program included instruction in English as a Second Language (ESL), Native Language Arts (NLA), computer-based skills, and career education. The project involved the parents in order to help them understand bilingual and special education procedures, and parents were also offered ESL instruction. The project also planned a broad range of staff development activities which focused on techniques of instruction, new curriculum, and utilization of computers as teaching aids. This 1991-92 evaluation report describes staffing, implementation, and outcomes. The project met its objectives for career education, curriculum development, staff development, and computer skills, but failed to meet objectives for ESL, NLA, and parent involvement. A brief case history concludes the report, and appendixes describe data collection and analysis procedures and list instructional materials used in the project. (JDD)

ED 356 585 EC 302 025

Routier, Wanda J.
Improving Civic and Legal Literacy Skills of Secondary Level Deaf and Hard of Hearing Students Using the United States Constitution and Bill of Rights.
PUB DATE- 92
NOTE- 108p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Citizenship Education; Civics; Civil Rights; *Curriculum Development; *Deafness; Federal Legislation; *Hearing Impairments; High Schools; High School Students; Inservice Teacher Education; *Law Related Education; Legal Responsibility; Program Evaluation; Program Implementation; Student Rights; Teaching Models
IDENTIFIERS- *Bill of Rights; *United States Constitution

This practicum was designed to develop a national model for

DESCRIPTORS- *Disabilities; Dropouts; Education Work Relationship; *Employment Patterns; High School Graduates; Interpersonal Relationship; Longitudinal Studies; *Outcomes of Education; *Place of Residence; Postsecondary Education; Profiles; Quality of Life; Secondary Education; *Social Life; Special Education; Transitional Programs; *Trend Analysis
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This study, part of the National Longitudinal Transition Study of Special Education Students, compares the postschool experiences of a group of almost 2,000 youth (those who were already out of secondary school in 1987) when they had been out of school less than 2 years with their accomplishments 3 years later. Chapters in the report have the following titles and authors: "A Second Look" (Mary Wagner); "Analytic Overview: NLTS Design and Longitudinal Analysis Approach" (Mary Wagner); "Education after Secondary School" (Camille Marder); "Trends in Employment among Out-of-School Youth with Disabilities" (Ronald D'Amico and Jose Blackorby); "A Place To Call Home: Residential Arrangements of Out-of-School Youth with Disabilities" (Lynn Newman); "'A Little Help from My Friends': The Social Involvement of Young People with Disabilities" (Mary Wagner); "More Than the Sum of the Parts: Life Profiles of Out-of-School Youth with Disabilities" (Mary Wagner); and "Transition: Changes, Challenges, Cautions" (Mary Wagner). Almost 60 tables and over 50 figures graphically depict the study findings, and references accompany each chapter. Findings indicated that youth with disabilities who dropped out of high school were less likely than others to return to high school or to earn high school equivalency degrees; over the 3-year period, there were increases in overall employment and in full-time employment, but youth with disabilities continued to hold relatively low-status jobs. Appendixes provide background information on the NLTS sample, variable specifications, supplementary statistical tables, and a list of products available from the NLTS. (JDD)

ED 356 604 EC 302 044

McKinney, David D.
An Investigation of Leadership Development Options for Youth with Disabilities. Final Report, Phase I.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 27 Mar 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Disabilities; Instructional Materials; *Leadership Training; *Material Development; Needs Assessment; Program Development; Secondary Education; *Social Integration; *Training; Videotape Recordings
IDENTIFIERS- Attitudes toward Disabled

This feasibility study sought to determine the need and the appropriateness of a self-contained training package which would help existing leadership programs integrate youth with disabilities into their services. The study involved a review of the literature; interviews with 19 experts and practitioners; focus group discussions to solicit student opinions regarding leadership, disability awareness, and integration of youth with disabilities into leadership structures; and development of preliminary design specifications for the training package. The intended target audience for the training package is the leadership programs

*FLES; French; *Introductory Courses; Second Language Instruction; *Second Language Learning; Self Esteem; Student Participation; *Young Children

Most language teachers have been trained to teach adults. Because children learn languages quickly and well, their teaching demands more energy, quick thinking, and materials than does the instruction of adults. An essential element of successful language teaching with children is to understand their perspective, both physical and intellectual. Curriculum should be drawn from the regular grade-level classroom and contain information accessible to them. In the first class, the teacher should discuss with the children why they are there, what a foreign language is, where the target language country is, and that things are done somewhat differently there. Physical activity contributes to the language learning process, and children can use their natural affinity for rhythm and rhyme to learn language patterns and vocabulary. Rhyming, contrasting, playing simple games, singing, and otherwise playing with words are effective language learning activities. Exercises using children's imagination and talent at playing roles help involve them in classroom communication. The content and creativity level of the activities should match that of the children. Humor is also an effective tool for teaching and learning. Teaching children things they can say to impress adults enhances their pride in accomplishment. Examples are offered in French. (MSE)

ED 356 624 FL 021 098

Yager, Kent
What Is Native-Like L2 Pronunciation, Anyway?
PUB DATE- 12 Aug 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Cancun, Mexico, August 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Evaluation Criteria; *Language Fluency; Language Research; *Native Speakers; *Pronunciation; *Second Languages; Spanish

A discussion of second language (L2) pronunciation looks at the ways in which native-like pronunciation can be defined. It addresses, through review of relevant literature and more detailed examination of a study by the author, these issues: how to identify native-like pronunciation; how to measure pronunciation in comparison with native speakers' performance; what variety of the language is to be used for comparison; how stringent the criteria used should be; and how the experimental definition relates to real-life language use. Spanish is used as the example. It is concluded that native-like pronunciation is that accepted by native speakers as native, which in an experimental context means that carefully selected and trained native speakers must evaluate L2 pronunciation under conditions that control non-pronunciation variables. Further, it is proposed that in real-life situations these variables, such as nativeness of grammar and vocabulary, speaker behavior, listener's linguistic experience, and social and linguistic context of the interaction, may work for or against the advanced learner who aspires to completely native-like pronunciation. In real life, it is argued, the listener decides what native-like pronunciation is. (MSE)

Can Provide a Resource for Staff Development"; "Do Unto Them As They Are To Do Unto Others"; "Maximizing Learning in an Intensive Teacher Training Course"; "The Crucial Role of Feedback and Evaluation in Language Classes"; "A Final 'Anti-Exam' for an In-Service Teachers' Program"; "Practical Reflections in Teacher In-Service Training"; "Nine-Card Diamond Technique"; "Observing a Reading Activity"; "Are Our Trainees Employable?" "The Administrator's Role in Action Research"; "Another Flipping Training Aid"; "The Use of Foreign Languages in Training Teachers of English"; "Psychodrama, Human Relations Training and Language Training"; "Trainer Background: The Centre for Information on Language Teaching (CILT)"; "Metaplan"; "Training Around the World: Spain"; "The Role of the English Language Assistant and the Teacher's Centre"; "Fishbowl"; Action Logging: Letting the Students In on Teacher Reflection"; Erroroleplay"; "Teacher Training Game Series: Game 7, Language Dominoes"; "Exploring the Role of the Teacher Trainer"; "One Way of Running a 'Teacher Speaking' Session"; "Explanations and Explaining"; "An Examination of the Effects of Using Consciously Applied Empathy in Situations of Potential Conflict"; "Things To Do After Teacher Training Input"; "Training Around the World: Hungary"; "What It's Like To Be a Traveling Trainer"; and "Uncharted Waters...Reflections of a Beginning Trainer." (MSE)

ED 356 643   FL 021 136

Zhicheng, Zhang
The Effects of Teaching Reading Strategies on Improving Reading Comprehension for ESL Learners.
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Difficulty Level; *English (Second Language); English for Academic Purposes; Higher Education; Instructional Effectiveness; *Memory; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; *Test Wiseness

A study investigated the effect on reading comprehension in English as a Second Language (ESL) of formally incorporating four reading strategies into reading instruction. The four strategies taught were cognitive, memory, compensation, and test-taking strategies. Subjects were 29 students at the University of Alabama of varying language backgrounds in an academic English program. The sample consisted of 46.7% Japanese, 16.7% Korean, 10% Saudi Arabian, 6.7% Chinese, 6.7% Brazilian, 6.7% Venezuelan, 3.3% Costa Rican, and 3.3% Thailander students. They were randomly assigned to experimental and control groups, and the experimental group was offered pre-reading activities. Both groups then read two texts of differing difficulty levels, each testing use of two different reading strategies. Results show that the introduction of reading strategies, particularly memory, cognitive, and compensation strategies, did help students make gains in reading comprehension, supporting previous research findings. Introduction of various techniques and strategies was also found to intensify the student's interaction with the text. Instruction in test-taking strategy did not improve comprehension. Interaction effects between strategy and

Reading," and then view the video program and complete the seven related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the activities in the manual. (VWL)

ED 356 663 FL 021 172

Teaching Reading and Language Arts in the Immersion Classroom: Grades 3-6. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 161p.; For other manuals in this series, see FL 021 166-176.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Elementary Education; *FLES; *Immersion Programs; *Language Arts; *Language Teachers; Prior Learning; *Reading Instruction; Second Language Instruction; Teaching Guides; Videotape Recordings; Writing Processes

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights techniques, strategies, and special considerations that immersion teachers must think about as they plan for and teach language arts to upper grade elementary students who have been enrolled in immersion programs since kindergarten or Grade 1. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the report of the Commission on Reading "Becoming a Nation of Readers" in the section "Background Reading," and then view the video program and complete the related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the eight activities in Parts 1 and 2 of the manual. Appendixes include two short stories, definitions of types of discourse, and a list of writing intents. (Contains 24 references.) (VWL)

ED 356 664 FL 021 173

Teaching Mathematics and Science in the Immersion Classroom. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 84p.; For other manuals in this series, see FL 021 166-176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Caregiver Speech; Check Lists; Elementary Education; *FLES; *Immersion Programs; *Language Teachers; *Mathematics Instruction; *Science Instruction; Second Language Instruction; Teaching Guides; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Content Area Teaching

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights techniques, strategies, and special considerations that immersion teachers must think about

NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Class Activities; *Cultural Awareness; *English (Second Language); Foreign Countries; *Foreign Culture; *Holidays; Lesson Plans; Literacy Education; Nontraditional Education; *Religious Holidays; Social History
IDENTIFIERS- 353 Project; Pennsylvania

Teachers in the English-as-a-Second-Language (ESL) Program of Catholic Charities Immigration and Refugee Services have recognized the need to foster intercultural awareness and understanding as well as language learning in their classrooms. Discussion of cultural traditions and holiday celebrations in the countries of origin of Central Pennsylvania ESL students may be one way to foster appreciation of diversity and recognition of common experiences and values on the part of these students. This booklet uses holidays and traditional observances in five countries (Eritrea, India, Mexico, Russia, and Vietnam) as instructional material for ESL classes. Each section begins with a fact sheet and map, giving basic information on population, geography, and major holidays; those described in this booklet are marked with an asterisk. Information on holiday celebrations was obtained primarily from current ESL students. Teachers may use the lessons as a springboard to encourage discussion and interaction among ESL students from different cultures and backgrounds. The exercises that accompany the lessons are designed for beginning and intermediate ESL students.

ED 356 683 FL 800 625

Thuy, Vuong G.
High-Tech for Effective ESL/Family Literacy Instruction. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jul 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Literacy; *Computer Assisted Instruction; *Computer Software Evaluation; Elementary Secondary Education; *English (Second Language); *Family Programs; *Limited English Speaking; *Literacy Education; Multimedia Instruction; Questionnaires; Reading Instruction; Second Language Learning; Testing
IDENTIFIERS- 353 Project; Family Literacy

This project was a pilot project utilizing computers and CD-ROM drives and software to implement a combined English as a Second Language and Family Literacy curriculum for limited English proficient (LEP) adults. It is intended for teachers, tutors, volunteers, and program directors who may be interested in using high-tech for their own ESL/Family Literacy Programs. The project examined four software packages produced by two companies to see if they could have a significant and positive impact on the attainment of English language skills by adult LEP students. Two groups of refugee and immigrant adult students were studied. Each group received 6 hours of instruction per week for 15 weeks. The experimental group (N=15) received two hours of instruction per week on the material contained in the software; the control group (N=15) evaluation forms, the statistical analysis of grades, a summary of the interviews, and the analysis of scores on the Tennessee Self-Concept Scale used in the evaluation. (GLR)

ED 356 702 HE 026 357

Townsend, Barbara K.; And Others
Creating Distinctiveness: Lessons from Uncommon Colleges and Universities. ASHE-ERIC Higher Education Report No. 6, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Colleges; Differences; *Educational Innovation; Governance; Higher Education; *Institutional Mission; Institutional Survival; Models; Organizational Change; *School Based Management; School Policy; *Specialization; Undergraduate Study; *Universities; Values

Distinctive colleges and universities, as opposed to the great majority which fit into a more or less standardized mold, possess a unifying theme or vision which is expressed in all their activities. They often respond to newly emerging societal or community needs unmet by existing colleges and universities; they challenge conventional ideas about higher education and inspire greater engagement by students and faculty in undergraduate education. However, distinctiveness can also limit the institution to a very small market niche as well as sometimes making it more difficult for it to adapt to the changes necessary for survival. Strategic management models, such as the interpretive and adaptive models, need to be employed to aid distinctive colleges and universities to survive and grow. Recommendations for higher education leaders contemplating whether to pursue distinctiveness include: (1) identifying institutional values, followed by clarification, communication, and acting on unifying the values and themes found; (2) conducting a situation analysis to determine if the school is a likely candidate for distinctiveness; (3) selecting the desired level of market exposure; and (4) performing market research to uncover markets to which the college or university can appeal. Contains over 150 references and an index. (GLR)

ED 356 703 HE 026 358

Hakkarainen, Pentti, Ed.; And Others
Current Visions and Analyses on Finnish Higher Education System. Theory into Practice 75.
PUB DATE- 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Accountability; Case Studies; *College Administration; College Admission; College Faculty; Enrollment Trends; Foreign Countries; Higher Education; *Institutional Evaluation; *Instructional Improvement; Instructional Innovation; *Postsecondary Education as a Field of Study; *Productivity; Research; Undergraduate Study
IDENTIFIERS- *Finland

This publication deals with two broad issues: (1) selection, equality, and reproduction of social hierarchies in higher indices for the ordinary budget of institutions. (JB)

ED 356 722 HE 026 378

Mandelzweig, Ricky, Ed.; Atiyah, Yael, Ed.
The Planning and Budgeting Committee. Annual Report No. 18. Academic Year 1990/91.
PUB DATE- 92
NOTE- 107p.; Translated by Yael Atiyah. For the previous report, see ED 347 919.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; *Budgets; Cooperative Programs; Economic Factors; *Educational Finance; Government School Relationship; *Higher Education; Institutional Role; Program Descriptions; Research Projects; Resource Allocation; Statistical Data; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Israel

This report offers information from the Planning and Budgeting Committee (PBC) of the Israeli Council for Higher Education for the 1990-91 academic year. The first of the report's 10 sections describes the recent work of the Planning and Budgeting Committee, its role, relations with other bodies, and status. A second section offers general information on the higher education system. A third section discusses planning, new units and information in the form of statistics and indicators and the fourth section presents the budget for the PBC, which contains units on allocations, the ordinary budget, university debts, wages, and development. The fifth section covers development of academic infrastructure and promotion of research and scientific excellence through various fellowships, scholarships, and other allocations. Section 6 reports on funds offered through various institutional collaborations for the encouragement of research in special subjects. Section 7 treats inter-university cooperation in computers, libraries, desert research, and other special projects. Section 8 covers student support in tutorial projects and student loans. Section 9 contains data on other activities and allocation such as those involving foreign students, regional colleges, pre-academic preparatory program, special programs in electronics and peripheral hospitals. A final section looks at relations between the PBC and the government and the Knesset. Ten appendixes contain additional tables and figures. (JB)

ED 356 723 HE 026 379

Higashi, Sylvia K., Ed.; Margolis, Alan, Ed.
The Educational System of the United Kingdom. The Admission and Placement of Students from the United Kingdom and Study Abroad Opportunities. A Workshop Report.
PUB DATE- 91
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; College Admission; Degrees (Academic); Elementary Secondary Education; Foreign Countries; *Higher Education; Postsecondary Education; Professional Education; Professional Recognition; Secondary Education; *Student Placement; *Study Abroad; Undergraduate Study
IDENTIFIERS- British National Curriculum; England; Scotland; *United Kingdom

higher education in the United States. Among the authors' suggestions are: instituting an open-admissions policy to allow more people an opportunity for a college education; encouraging high school students to delay their college education until they are emotionally and academically ready; eliminating dissertations as a requirement for receiving a Ph.D; and instituting student--not peer--professor evaluations. Part I reexamines the mission of the university in a democratic society. Part II looks at various models for the university as the marketplace of ideas. Part III analyzes types of university communities. Part IV examines the students and their role. Part V describes students in an open university. Part VI discusses higher education and career preparation. Part VII begins an examination of teaching and its importance. Part VIII covers good and bad teaching and how to encourage good instruction. Part IX describes an "open classroom" model. Part X takes on teaching values, minimizing politics, and student teacher relations. Part XI discusses course content and includes the Great Books debate, the role of popular culture studies, and related issues. Part XII explores the "political correctness" controversy. Part XIII explores college faculty and their roles. Part XIV makes an argument for an "open university" format for higher education. Part XV suggests eliminating tenure. Part XVI discusses government college relations. Part XVII suggests how to cut costs. Includes an index, notes and a 61-item bibliography. (JB)

ED 356 742 HE 026 398

Report of Progress Review Committee of Task Force on the University and the North.
PUB DATE- Apr 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Role; Distance Education; Educational Needs; Foreign Countries; *Higher Education; Institutional Cooperation; Institutional Evaluation; Outreach Programs; Program Implementation; Rural Areas; *Rural Extension; *School Policy
IDENTIFIERS- *Canada (North); *University of Alberta (Canada)

This publication reports on the progress that the University of Alberta in Edmonton, Canada has made to respond to the higher education needs of the northern region of Canada. In particular this report evaluates the progress made after 3 years on a series of formal recommendations proposed in 1988. The paper lists each of the recommendations and offers description and evaluation of the steps that have been taken to implement them. Some of the recommendations suggest that the University: (1) develop a policy statement on these issues; (2) establish an executive level coordinator for responding to needs of the North; (3) support official relations between northern scientists and researchers on campus; (4) be more sensitive to the aspirations of northern community members; (5) foster international cooperation; (6) establish formal relations with various colleges and programs in the North; and (7) offer distance, part-time, and other options to northern students to facilitate their participation in higher education. The evaluation of the University's response to these recommendations found that the University does not appear to be taking a proactive stance toward extension of services to the North. However, it does seem to have reacted in a positive manner when possible to requests for services for Northern building a successful degree program; (5) "Support services needed by distance students" describes models used by colleges and addresses library services; (6) "Faculty issues" examines faculty selection, rewards, and training; (7) "Looking at costs" presents a framework for costs and benefits of distance degree programs; (8) "Sample distance degree programs" describes development of several programs; and (9) "Directory of distance learning courseware" describes more than 150 nationally available television and audio courses. A list of 96 resources, a glossary of technology terms, and Public Broadcasting Service Adult Learning Liaisons by state are appended. (ALF)

ED 356 761 IR 015 981

Reports from Western States. Educational Telecommunications Plans, Policies, Programs.
PUB DATE- Oct 91
NOTE- 25p.; Prepared for the Annual Meeting of the Western Cooperative for Educational Telecommunications (3rd, San Diego, CA, October 19-22, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020)
DESCRIPTORS- Computer Networks; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Information Networks; Library Role; Nontraditional Education; Public Agencies; State Legislation; State Libraries; State Programs; Statewide Planning; *Telecommunications
IDENTIFIERS- Alaska; Arizona; California; Colorado; Hawaii; Minnesota; Nevada; New Mexico; North Dakota; Oregon; South Dakota; *United States (West); Utah; Wyoming

This collection of reports highlights the status of educational telecommunications in 13 western states during 1991. Topics addressed include distance education initiatives in Alaska; activities by members of the Arizona Education Telecommunications Cooperative, including colleges, public schools, and government agencies; groups active in the planning and implementation of technology in California education; activities of the Colorado Telecommunications Advisory Commission, colleges, and other organizations in Colorado; the infrastructure for Educational Telecommunications in Hawaii, as well as Department of Education, University of Hawaii, and legislative activities; telecommunications technology in Minnesota public school districts, community colleges, private colleges, the state university system, technical colleges, and the University of Minnesota; legislative initiatives in Nevada and activities of the University of Nevada; efforts by various organizations in New Mexico, including the state library, the board of education, and several colleges; progress made in North Dakota in the areas of interactive television, interactive video, public television, computer networking, satellite broadcasting, and emerging partnerships; legislative policy, networking, community college services, and activities of state agencies in Oregon; the South Dakota Governor's Telecommunication Task Force and uses of telecommunications technology in various educational settings in the state; activities of Utah state agencies and colleges; and initiatives in Wyoming, including legislation, distance education, interactive video, and community college programs. (ALF).

ED 356 762 IR 015 982

IDENTIFIERS- Cambodia; France; International Federation of Library Associations; MARC; *Universal Bibliographic Control; Vietnam

The annual report of the Division of Bibliographic Control of the International Federation of Library Associations and Institutions (IFLA) is presented, accompanied by papers that were presented at conference sessions dealing with bibliography. In 1991-92, the Section on Bibliography of the IFLA Division of Bibliographic Control had 89 members, including 20 associations, from 43 countries. Activities in the year included the first newsletter, participation in several studies, and the presentation of several workshops. The following papers are included: (1) "Section on Cataloguing--Review of the Work 1991/1992" (I. C. Spangen); (2) "IFLA Core Programme for Universal Bibliographic Control and International MARC (UBCIM): Report on Activities 1991-1992" (M.-F. Plassard); (3) "Division of Bibliographic Control-Review, 1991-1992" (R. Bourne); (4) "Restoring the Bibliographic Heritage of Vietnam and Cambodia" (H. Jarvis); (5) "National Bibliography as National Memory: Is Popular Culture Forgotten?" (R. P. Holley); (6) "The Restoration of the Bibliographic Heritage of Vietnam and Cambodia: The Contribution of France" (N. Simon); and (7) "Revision of the IFLA Manual 'Names of Persons': Report on the Feasibility Study" (parallel English and French versions) (F. Bourdon). References follow most papers. (SLD)

ED 356 780 IR 054 471

IFLA General Conference, 1992. Division of Bibliographic Control: Section on Classification and Indexing; Section on Cataloguing. Papers.
PUB DATE- Sep 92
NOTE- 80p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; *Classification; Conference Papers; Database Design; *Databases; Foreign Countries; Guidelines; *Indexing; Information Retrieval; International Organizations; International Studies; Library Associations; Library Catalogs; Library Education; Library Instruction; Standards; *Training; *Users (Information)
IDENTIFIERS- Database Development; India; International Federation of Library Associations; Standard Setting; *User Training

Five papers from the sessions of the International Federation of Library Associations and Institutions 1992 conference on classification, indexing, and cataloging are presented. Three papers deal with knowledge classification as it relates to database design, as it is practiced in India, and in a worldwide context. The remaining two papers focus on training catalogers and educating users. The following papers are included: (1) "Application of S. R. Ranganathan's Postulates and Principals of the General Theory of Knowledge Classification to Database Design and Information Retrieval" (A. Neelameghan); (2) "Classification and Indexing in India: A State-of-the-Art" (M. P. Satija); (3) "Guidelines for Subject Authority and Reference Entries (GSARE): A First Step to a Worldwide Accepted Standard" (Werner Stephan); (4) "Training

(Communication); Documentaries; Educational Research; *Educational Strategies; Information Dissemination; *Lifelong Learning; *Literacy Education; Material Development; Publicity; Public Service; Research Utilization; *Staff Development; Teaching Methods; Theory Practice Relationship; *Videotape Recordings

IDENTIFIERS- National Education Goals 1990; *Public Service Advertising

Project Lifelong Learning identified strategies that could move the United States toward adult literacy by the year 2000, Goal 5 of the National Education Goals. It developed video and print materials to disseminate information about the strategies. Information in the literature fell into categories that suggested five strategies, with several substrategies (ways to implement the strategies) under each one: (1) meet the needs of the learner; (2) develop support for lifelong learning; (3) accommodate learner differences in the program; (4) develop higher order skills; and (5) enable learners to use all language processes in their lives. Advisory board members and experts suggested sites that could provide examples of how the strategies were applied; 12 programs were selected and videotaped. Content and packaging of the products were organized to portray information in a way that would meet needs of three targeted audiences: general public, decision makers, and practitioners. Three documentary and three staff development videos were developed, one for each of three contexts for learning: workplace, family, and community. Two public service announcements (PSAs) for each context and a user's guide for the video materials in each context were also developed. (Extensive appendixes include 64 references, the strategies in their various stages of development, 278-item bibliography, lists of materials surveyed during site selection, materials from site surveys, and Project Literacy U.S. newsletter on PSAs.) (YLB)

ED 356 330 CE 063 394

South Carolina Guide for Consumer Education I & II.

PUB DATE- 93

NOTE- 562p.

LANGUAGE- English

EDRS Price- MF02/PC23 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Career Awareness; Career Exploration; Competency Based Education; Consumer Economics; *Consumer Education; *Course Content; *Course Descriptions; Course Objectives; Decision Making; Educational Resources; Estate Planning; Health Insurance; Home Management; Instructional Materials; *Learning Activities; *Money Management; *Purchasing; Resource Allocation; Secondary Education; State Curriculum Guides

IDENTIFIERS- South Carolina

This guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, and instructional resources for teaching consumer education I and II in South Carolina. It may be used with any teaching method selected by the instructor. Consumer Education I contains four units: demonstrate understanding of consumer's role in the economic system, make financial decisions, manage family income, and behave responsibly in the marketplace. Consumer Education II is divided into eight units: show comprehension of resource management in financing a home, manage the transportation dollar, apply management process in

Baird, Mary; And Others
An Analysis of Employee Skills Required by Employers in Wyoming.
PUB DATE- 3 Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 3, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Educational Research; Employee Attitudes; Employer Attitudes; *Employment Potential; Employment Practices; *Employment Qualifications; *Entry Workers; High School Graduates; *Job Skills; Needs Assessment; Occupational Information; Postsecondary Education; Secondary Education; State Surveys; *Vocational Education; *Work Attitudes
IDENTIFIERS- *Wyoming

A survey of 177 employers of Wyoming vocational education graduates sought to identify skills and competencies the graduates needed. A random sample of 525 businesses both Wyoming-based and foreign (home-based outside of Wyoming) were mailed surveys; 267 survey forms were returned, but only 177 provided data for analysis. Findings indicated that the skills and abilities needed by beginning employees was very much dependent on the industry or business for which they were preparing. All respondents rated basic academic skills as important, but the data indicated that they alone were not sufficient. Employers indicated that over 57 percent of their beginning employees had a high school diploma or the equivalent. Higher order math, science, reading, and writing skills were all perceived to be of lesser importance. Average scores for higher order skills placed them at the bottom of the list. All work attitudes and job-holding abilities received an average rating of importance that was equal to or higher than any on the employee skill list, with the exception of dress and/or appearance and the ability to advance on the job. A recommendation was for vocational education programs to teach and reinforce work attitudes and habits. (YLB)

ED 356 349 CE 063 423

Sewart, D.
Student Support Systems in Distance Education.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Students; Counseling Services; Cultural Context; *Distance Education; *Educational Philosophy; Foreign Countries; Guidance Programs; Higher Education; Needs Assessment; Nontraditional Education; Open Universities; *Program Design; *Program Development; Program Effectiveness; *Student Needs; *Student Personnel Services; Student Welfare

Student support in distance education depends on the market, the package employed, the delivery system, the image of the organization, and the culture in which it operates. If distance education is defined as an industrialized form of teaching and learning, lessons can be learned from the history of traditional higher education. The progress from individual to

Economics Teachers through Learning Communities.
PUB DATE- 4 Dec 92
NOTE- 15p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 4, 1992). For related papers, see CE 063 451-452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Critical Theory; Critical Thinking; *Curriculum Development; *Educational Change; *Educational Philosophy; Educational Research; Higher Education; *Home Economics; Secondary Education; Teacher Attitudes; *Teacher Education; Teacher Education Curriculum; Teaching Methods; Undergraduate Study
IDENTIFIERS- *Learning Communities; Nebraska

In 1985, Nebraska selected Marjorie Brown's philosophical framework as a basis for a curriculum development project. Because inservice efforts to help teachers understand this critical consciousness approach to teaching failed, attention was focused on providing inservice education to help teachers change. The strategy at the University of Nebraska-Lincoln evolved into a three-way approach: professional development for teacher educators, encouragement of the change process in inservice teacher graduate courses and workshops, and revision of undergraduate curriculum. At this time, the learning community (LC) idea was born. For the empirical component, 152 home economics teachers were surveyed using the Curriculum Orientation Profile. The interpretive component included observations of three teachers; indepth interviews with the teachers, their administrators, and students; and writings of the teachers in the LCs. Critical science action research was implemented through LCs. The purpose of the interpretive and critical science components was to understand what it is like to examine one's curriculum orientation and make changes on that orientation and teaching practices. In 1991, 33 participants were selected for 3 LCs. In 1992, 12 teachers were selected for an additional LC; 28 of the original 33 members continued in the LCs for a second year. (Appendixes include transparencies that illustrate LC workshop offerings and the LC process.) (YLB)

ED 356 367 CE 063 451

Johnson, Julie; Carlson, Susan
Transforming the Philosophy and Teaching Practices of Secondary Home Economics Teachers.
PUB DATE- 4 Dec 92
NOTE- 23p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 4, 1992). For related papers, see CE 063 450-452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Critical Theory; Critical Thinking; *Curriculum Development; Educational Change; *Educational Philosophy; Educational Research; *Home Economics; *Home Economics Teachers; Secondary Education; Secondary School Teachers; Teacher Attitudes; *Teacher Education; Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Learning Communities; Nebraska

In 1985, the Nebraska State Home Economics Education Council decided to develop curriculum using Marjorie Brown's work on schools, colleges and universities, libraries, museums, and other); historical and biographical works in adult education; adult education in other countries (Africa, Asia, Central and South America, Europe, and other); learning and development theory in adult education; literacy and adult basic and secondary education; methods, materials, and media in adult education; program planning in adult education; religion and philosophy in adult education; special populations in adult education (correctional education, elderly, health, military, minorities, nurses, parent education, women's education, workers' education, and other); learning, training, and the workplace (continuing professional education, training); and bibliographies in adult education. (KC)

ED 356 383   CE 063 474

Canadian Association for University Continuing Education Conference Proceedings (Regina, Saskatchewan, Canada, June 10-13, 1992).
PUB DATE- Jun 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Adult Education; Change Strategies; College Faculty; *College Programs; Community Education; *Continuing Education; *Educational Philosophy; *Educational Practices; *Entrepreneurship; Foreign Countries; Higher Education; *Management Development; Program Implementation; Social Change
IDENTIFIERS- *Canada

This document contains the following papers: "University Continuing Educators: Entrepreneurs or Social Activists" (Phyllis Cunningham); "Ambivalent Activists, Uneasy Enterprisers--and the Search for Truth" (Milton Stern); "Our Role as Change Agents" (Timothy Pyrch, Albert A. Einsiedel); "Entrepreneurial Education--A Paradigm Shift" (Glen Hass); "Management Development: Making Money by Making Change" (Brad Jackson); "Beyond the B.S.: Program Delivery that Moves beyond the Balance Sheet"--abstract only (Linda MacDonald); "Ecological Immersion: Integrating Theory and Practice in an Interdisciplinary Response to the Environmental Crisis" (Betty Ternier Daniels); "Distance Education Support of Community Environmental Development" (Dan Beveridge, Rick Morrell); "Adult Education for Social Change: Towards a Nonviolent and Liberating New World Order" (Alejandro Palacios); "Quality in Continuing Education: Perspectives, Paradigms and Possibilities" (Karen Maki, Michael Nightingale); "Reflections on the Disaster-Excellence Spectrum: Candid Observations of Continuing Education Management in Canada and the U.K."--abstract only (Richard Faryon); "Responding to the Crisis: Formulating a Strategy for University Continuing Education" (Jim Sharpe); "The Exton Corporate Center of West Chester University--A Link to the Corporate Community" (Eugene J. Kray); "Achieving the Vision: Leadership Challenges for Deans and Directors" (Sandra D. Pearce); "How CAUCE Canadian Association for University Continuing Education Deans and Directors Perceive the Purposes of University Continuing Education" (Larry I. Hein); "Who's Emma Lake and Why Would I Want to Save Her? Funding the Emma Lake Artists' Workshop" (Kate Hardy); and "Walking the Tightrope--A Consultant's Story" (Tammy Dewar). (KC)

ED 356 384   CE 063 475

libraries and shops. The most successful centers in reaching target enrollments were relatively easy to get to, in busy well-populated areas, served by good public transport, well publicized, and identified by signs. Each tried to develop a layout that allowed maximum self-access for users. A distinguishing feature was the quality of the publicity material produced. Effective recruitment approaches were campaigns targeted at specific groups or at improving specific skills, good liaison with other agencies, and word of mouth. Centers needed to monitor opening times and use rigorously and to adapt and adjust in light of review. The center initiative demonstrated that successful open learning had to include an individual initial interview, needs assessment, induction, individual negotiated learning plan, and monitoring of progress and assessment. Approaches to learning included the following: short courses, distance learning, accreditation, learning support, work-related basic skills and training, English for speakers of other languages, and information technology. Support was provided by volunteers and other students. (Addresses and telephone numbers of the centers are appended.) (YLB)

ED 356 402   CE 063 504

Quality Standards for Basic Skills.
PUB DATE- Jul 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Programs; *Basic Skills; Educational Assessment; Educational Improvement; *Educational Quality; Foreign Countries; Literacy Education; Program Effectiveness; Program Evaluation; *Standards; Youth Programs
IDENTIFIERS- England; Wales

The Adult Literacy and Basic Skills Unit (ALBSU) is committed to improving the quality of basic skills provision in England and Wales. It has encouraged the development of quality assurance in basic skills so that potential and existing students know what they should be entitled to expect. ALBSU's Good Practice documents published since 1984 have tried to suggest how the quality of basic skills provision can be improved. "Evaluating Effectiveness in Adult Literacy and Basic Skills" suggests a framework for evaluation and proposes five performance indicators: average class size, student enrollment, student progress, student attendance, and program cost. ALBSU now proposes a set of "quality standards" for basic skills programs. The 12 elements recommend that every person taking part in a basic skills program should be entitled to the following: a confidential, personal interview before beginning tuition; a learning opportunity within easy reach of home; at least 4 hours of direct tuition per week; an appropriate teacher-student ratio in a learning group; respect for gender and cultural identity; a negotiated learning plan; regular assessment of progress; access to progression including advice and guidance; access to accreditation; teaching by staff trained to nationally recognized standards; access to suitable learning material; and teaching that takes account of the context for learning. (YLB)

IDENTIFIERS- *Mandatory Continuing Education

Once the need for continuing learning in professional fields was acknowledged, the idea of voluntary learning evolved into a requirement for mandatory continuing education (MCE) in many professions. Despite the variation among professions and individual states' policies, MCE for professionals is a well-entrenched fact of life for many practitioners in a variety of fields. Major factors in the growth of MCE have been protecting the public welfare and public accountability. The concept of MCE is at direct odds with two primary assumptions of adult learning theory: participants want to be there and program quality is ensured by participants' "votes." Although these objections might be characterized as "philosophical," questioning the foundations upon which a mandatory system rests, more practical limitations have been pointed out. Major arguments against the mandatory nature of continuing professional education involve its effectiveness and the ability to document that students learn by participating. Significant, measurable changes in professionals' methods of practice and/or clients' status have not been documented. Alternatives have been proposed, each with advantages and disadvantages--periodic testing, peer review process, certification programs, education of consumers, modeling by top pros, associations' requirements, self assessment, and reeducation. The specific case of MCE for licensed social workers in Massachusetts points to a crucial need for an evaluation of the effectiveness of mandatory MCE. (Contains 95 references.) (YLB)

ED 356 423 CE 063 536

Challenged To Change: Vocational-Technical Education in Ohio. Twenty-Third Annual Report. Fiscal Year 1992.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Annual Reports; Consultants; Educational Finance; Educational Opportunities; Educational Research; Federal Legislation; Job Skills; Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; *Program Evaluation; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Ohio; Ohio Council on Vocational Education

This annual report of the Ohio Council on Vocational Education (OCOVE) documents developments in vocational-technical education in Ohio during Fiscal Year 1992. It begins with a list of OCOVE members and a summary of vocational-technical education facts for 1991-92. The next section describes OCOVE structure and purpose and highlights the following activities for 1991-92: regular conferences, on-site observation/evaluation and off-site review of educational programs, presentations, participation in conferences, outstanding alumni recognition, public meeting, and advisory committee awards. The council's commendations are followed by recommendations to the leadership of state government for 1993 and responses of the State Board of Education, through the Division of Vocational and Career Education, to the 1992 recommendations and continuing priorities of OCOVE. Statistical reports are provided concerning the following: employment rates, secondary school employment training, full-time adult employment training, vocational education for special

ED 356 442 CG 024 837

Wilson-Brewer, Renee; And Others
Violence Prevention for Young Adolescents: A Survey of the State of the Art. Working Papers.
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Sep 91
NOTE- 126p.; Revised version of a working paper presented at the Carnegie Corporation Conference on Violence Prevention for Young Adolescents (Washington, DC, July 12-13, 1990); for a related document, see CG 024 836.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Case Studies; Intervention; *Prevention; *Program Evaluation; Program Improvement; *Violence

This paper presents the results of a survey of 51 violence prevention programs around the country, including detailed case studies of a select sample, reviews of the evaluations of these programs, and recommendations for next steps to be explored during the conference. Part I discusses the survey of violence prevention programs. It describes a survey of state-of-the-art violence prevention programs (N=51). The survey results are discussed in the areas of geographic distribution, founding dates, program goals, funding sources, populations served, program settings, major activities, and program evaluation. Major achievements and major barriers described by the programs are discussed. Part II presents case studies of these violence prevention programs: (1) Boston Conflict Resolution Program; (2) Building Conflict-Solving Skills; (3) Gang Prevention and Intervention Program; (4) The Paramount Plan: Alternatives to Gang Membership; (5) Project Stress Control School-Based Curriculum; (6) Project Stress Control through Stress Management (SCSM) for Juveniles in Youth Development Centers; (7) Resolving Conflict Creatively Program; (8) Second Step: A Violence Prevention Curriculum; (9) Viewpoints Training Program; (10) Violence Prevention Curriculum Project; and (11) Violence Prevention Project. Part III presents conclusions obtained through the survey questionnaire and follow-up interviews. Appendixes include the survey instrument and additional program descriptions and evaluation information. (ABL)

ED 356 443 CG 024 838

Safety Recommendation.
PUB DATE- 11 Mar 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Drinking; *Driving While Intoxicated; State Legislation; *Traffic Accidents; *Traffic Safety

This report focuses on teenage drivers and drinking. The first topic discussed is youth accident experience. Vignettes of accidents are given, as well as national statistics on deaths involving teenage drivers. The next topic discussed is youth alcohol consumption. Statistics on percentage of youth who report using alcohol; comparison of percentage of young drivers to licensed drivers involved in driver fatalities; and number organized for easy use into four major subject and skill areas: (1) Thinking and Reasoning (classification, logic, decision making, problem solving, developing strategy, and creative thinking); (2) Math (numeration, computation, place value, estimation, fractions, geometry, relationships and patterns); (3) Language and Writing (phonics, compound words, spelling, descriptive words, synonyms and antonyms, vocabulary, prefixes, suffixes, roots, and parts of speech); and (4) Listening and Remembering (critical listening, following oral directions, and memory). Each activity in the book contains a skill review, grade level, group size, step-by-step directions, activity extenders, and answers or possible solutions. Activities are oral or require only pencil and paper, or chalkboard and chalk. To help the teacher, the book includes a special Activity/Skills Index that lists all activities by subject matter, group size, and grade level. (NKA)

ED 356 463   CS 011 275

Shaughnessy, Michael F.; Siegel, Janna
Homework: Royal Road to Reading Well?
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Homework; Parent Participation; Parent Student Relationship; Reading Skills; Study Skills
IDENTIFIERS- *Supportive Supervision

Noting that there is a strong relationship between homework and academic achievement, this paper presents suggestions that can help with the homework process. The paper offers a list of 12 basic things parents can do to provide the needed support, a list of 4 things parents should do, and a list of 5 things parents should not do concerning their children's homework. The paper also presents a list of 10 things teachers should do, and a list of 10 things teachers should not do concerning homework. The paper concludes with a list of six helpful homework hints for harried parents and the assurance that homework, if judiciously assigned, can result in better grades and better reading skills and comprehension. (RS)

ED 356 464   CS 011 276

Shaughnessy, Michael F.
Helping Your Child Use the Library.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Library Instruction; *Library Role; Library Skills; Parent Participation; Parent Student Relationship; Young Children
IDENTIFIERS- *Reading Motivation

One of the most important things parents can do is to help their children to develop a love of reading and a love of the

1990. (RS)

ED 356 486 CS 213 777

Dickinson, Patricia
Gender Issues in Language and Writing. Focused Access to Selected Topics (FAST) Bib No. 63.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Feminism; Higher Education; *Sexism in Language; Sex Role; Sex Stereotypes; *Writing (Composition)
IDENTIFIERS- Feminist Criticism

This ERIC "FAST Bib," which focuses on gender issues in language and writing, presents annotations of 23 ERIC documents and journal articles published between 1987 and 1991. The first section of the FAST Bib is an overview; the second section is divided between issues that are relevant to the elementary and secondary levels and issues that emerge at the post-secondary level. The final section offers a specifically feminist viewpoint of issues in literacy. (RS)

ED 356 487 CS 213 780

Murphy, Raymond
Basic Grammar in Use: Reference and Practice for Students of English.
PUB DATE- 93
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - General (130)
DESCRIPTORS- *English Instruction; Grammar; Independent Study; Language Skills; *North American English; Reference Materials; Secondary Education; *Traditional Grammar; Writing Exercises; *Writing Improvement

This basic grammar book for beginning to low-intermediate level students of English contains 106 units. The units are divided into the following categories: Present; Past; Present Perfect; Passive; Future and Modals; Imperative; "There" and "It"; Verb Forms; Auxiliary Verbs; Negatives; Questions; "To" and "-ing"; Reported Speech; "Get" and "Go"; Pronouns and Possessives; Articles; Determiners and Pronouns; Adjectives and Adverbs; Word Order; Prepositions; Phrasal Verbs; and Conjunctions and Relative Clauses. Each unit consists of one page of explanation and one page of exercises. The book is designed so that students may select specific units which cover those areas of grammar with which they have difficulty rather than studying all of the units in sequence from beginning to end. Six appendixes offer additional information on irregular verbs, short forms, spelling, and phrasal verbs. (SAM)

ED 356 488 CS 213 781

deBeer, Liz

Johns, Jerry; And Others
Television Viewing. Focused Access to Selected Topics (FAST) Bib No. 68.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Television; Elementary Secondary Education; Family Influence; *Mass Media Role; *Mass Media Use; Reading Habits; *Television Research; *Television Viewing
IDENTIFIERS- Channel One

Reflecting the concern which has been generated over the influence of television viewing on society at large, this "FAST Bib" presents annotations of 31 ERIC documents and journal articles published between 1989 and 1992. Annotations in the FAST Bib are divided into five sections: (1) Overview; (2) The Connection between Television and Reading; (3) Television's Impact on Society; (4) Parents and Television; and (5) Classroom Applications. (RS)

ED 356 509 CS 508 160

Halle, P. A.; de Boysson-Bardies, B.
Word Recognition before Production of First Words?
PUB DATE- Oct 92
NOTE- 6p.; Paper presented at the International Conference on Spoken Language Processing (Banff, Alberta, Canada, October 12-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Discrimination; Communication Research; Foreign Countries; *Infants; Listening Comprehension; Preschool Education; *Word Recognition
IDENTIFIERS- *Speech Discrimination; Speech Research; *Words

The current study examined whether 11-month-old and 12-month-old French infants were able to recognize familiar words in a situation yielding no extra-linguistic cues, before they made identified attempts at producing such words. A head-turn preference paradigm was used to compare infants' interest for familiar words against rare words. Lists of familiar words were auditorily presented to each child from one side, lists of rare words from the other side. A preference for familiar words was found to be very consistent in 12-month-olds, just emerging in 11-month-olds. These results reveal the existence of a developing receptive lexicon by 11 months, which seems to be closely related to the first production lexicon. (One figure and two tables of data are included.) (Author)

ED 356 510 CS 508 162

Wills, Sandra
The Organizational Decision Making Climate of Issues Management Programs: A Case Study.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).

(ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Change; *Educational Policy; Elementary Secondary Education; Equal Education; Holistic Approach; School Support; *State School District Relationship; *Statewide Planning; Systems Analysis; *Systems Approach; *Teacher Participation

Since the late 1980s, support has been growing for a "systemic" vision of reform that would pair ambitious, coordinated state policies with professional discretion at the school site. Policymakers at all levels of government, as well as associations, foundations and national agencies, support this approach. This paper highlights issues and strategies that characterize the unfolding of systemic reform in the United States. Drawing from research on state-reform efforts conducted over the years by the Consortium for Policy Research in Education, the paper discusses issues such as the following: (1) What vision drives systemic reform? (2) What policies are included in integrated strategies? (3) Which policy instruments should states use to "lead" systemic reform? (4) How can the public and professionals be involved in the reform process? (5) How is political support for systemic reform built and maintained? (6) How can "bottom-up" reforms be incorporated with state-led curriculum guidance? (7) Do school personnel have the capacity to promote student outcomes? (8) What are the equity implications of systemic reform strategies? and (9) Can the development of systemic reform strategies withstand state fiscal stress? (Contains 66 references.) (Author)

ED 356 529 EA 024 746

Donaldson, Gordon A., Jr.
Learning To Lead: The Dynamics of the High School Principalship. Contributions to the Study of Education, Number 45.
PUB DATE- 91
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; *High Schools; *Instructional Leadership; *Leadership Qualities; Learning Strategies; *Principals; Public Schools; *Teacher Administrator Relationship
IDENTIFIERS- *Maine

This book contains the views of a school principal and educator on leadership and the principal's role, and tries to answer the question: What does a principal do? Using time studies, journals, and conversations with staff, this book explores these questions drawing from the experience of the author as principal at an 800-student public high school in Ellsworth, Maine. Also explored is the concept that principals, as school leaders, can also be learners and powerfully influence their schools. Chapters include: "Disjunctions in the Principalship: Role Versus Reality," "The Dominant Activity Patterns of My Work," "Everything Else: The Less Obvious Activity Patterns," related to equity, internal efficiency, external efficiency, administration and supervision, and the costs and financing of primary and junior secondary schooling in each province. (JPT)

ED 356 548 EA 024 807

Balzano, Betzy Ann
Curriculum Reform Activity: Science and Mathematics. Educational Policy and Planning Project.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; Ministry of Education and Culture (Indonesia).
PUB DATE- Aug 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Curriculum Research; Educational Development; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; *Problem Solving; *Science Curriculum
IDENTIFIERS- *Indonesia

Science and mathematics curricula have undergone major changes in the United States during the past 30 years. Many of the science courses developed and implemented in the 1960s were expensive, difficult, and too theoretical for students. Mathematics curricula suffered similar problems. Indonesia's 1994 curriculum-reform effort can learn from these efforts and should incorporate problem solving, critical thinking, and inquiry skills into their classrooms. Well-designed, small-scale projects should be implemented throughout the provinces. Certain recommendations for science and math curriculum should be given priority: developing a scope-and-sequence table for science for elementary and lower-secondary education; matching curriculum guides with scope and sequence tables; providing teachers with material presentation advice; defining what is meant by local content; putting less focus on upper secondary science and math; developing a common science and math core and enrichment activities; integrating curriculum development; devising assessment strategies that promote critical thinking and reward creativity; supporting and monitoring multiple, small-scale curriculum implementation; and experimenting with incremental curriculum changes. More time in school at the elementary level, more resource material, and well-prepared primary teachers are part of a major investment of resources in improving Indonesian education over the next 5 to 10 years. (JPT)

ED 356 549 EA 024 809

Lewis, John F.; And Others
Sexual Harassment in Education.
PUB DATE- 92
NOTE- 64p.; Red ink on pink paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Court Litigation; Elementary Secondary Education; Federal Legislation; Higher Education; *Legal Problems; *Legal

field have described the principal's new role as a visionary one, in which his or her main task is to supply "transformational leadership." These characteristics are helpful in the accelerated-schools process. Accelerated schools involve school staff in building unity, making decisions, and utilizing students, parents, and the community to improve education. The study of four accelerated schools described in this paper used a case study research method involving interviews, observation, document reviews, and surveys to evaluate two questions: whether there was evidence of change in the role of the principal in each of the four schools; and what factors facilitated change in the role of principals. The schools are located in the South and Southwest and contain high percentages of low-income, minority students. All the schools had traditional top-down administrative structures before beginning the accelerated-schools process. Study of the schools identified five factors affected change in the principal's role: limited district-office involvement, intertwined teacher and administrator roles, curriculum and teaching changes, parental involvement, and technical assistance from a university. The study illustrated that principal leadership style is linked to school restructuring success and the principal's role is critical in the process. (Contains 31 references.) (JPT)

ED 356 567   EA 024 834

Davidson, Betty M.
The Influence of the Central Office on School Restructuring: A Study of Selected Accelerated Schools.
PUB DATE- Jan 93
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 30, 1993). For a related paper, see EA 024 833.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; Elementary Education; Participative Decision Making; Public Schools; *School Based Management; *School Districts; *School Restructuring
IDENTIFIERS- *Accelerated Schools; *District School Relationship

School restructuring, or school-based management, is one of the most widely discussed educational reform movements. School restructuring improves education by giving teachers and principals more independence and responsibility in the educational process. The accelerated-schools process provides a means for school restructuring, emphasizing unity of purpose, empowerment, and building on strengths to move at-risk students forward. This paper examines the change process that occurred in four elementary schools in the South and Southwest that moved from a conventional mode of school organization to a participatory mode by implementing the accredited schools model. The paper focuses especially on the interactions between the role of the central district office and the school in the accelerated schools process. The schools were located in urban areas and had high percentages of low-income, minority students. The study utilized the case study method involving an assortment of research strategies, including interviews, observation, document reviews, and surveys. Questions solicited information about the status of the school before restructuring as well as about factors that influence the change process. Most of the schools had a traditional top-down relationship with their central offices before they began the accelerated teaching students with deafness or hearing impairments about their legal rights and responsibilities. The model included implementing a law-related education curriculum specifically written for students with deafness or hearing impairments, addressing their needs in legal knowledge and disability issues. Implementation of the practicum was achieved by conducting teacher training conferences, providing support and resources for teachers, making site visits, developing an activities schedule for a 12-week implementation period, writing portfolio assessment guides and charts, developing relationships with the media and Congressional leaders as a public relations effort, and assisting teachers with overall guidance for implementing the curriculum. Students showed increased knowledge about constitutional issues following the practicum, and teachers were positive about the training and use of the curriculum. Appendices contain the activities schedule, pretest and posttest, a curriculum evaluation form, a portfolio criteria chart, a student portfolio chart, and other relevant materials. (Contains 23 references.) (JDD)

ED 356 586 EC 302 026

Russell, Steven C.; And Others
Rural America Institute for Special Educators: A Collaborative Preservice Teacher Training Program for Rural Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children (15th, Cincinnati, OH, November 11-14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Disabilities; Educational Quality; Elementary Secondary Education; Higher Education; Labor Turnover; Needs Assessment; *Preservice Teacher Education; *Program Development; *Rural Education; Special Education; Special Education Teachers; Teacher Recruitment; Teacher Shortage
IDENTIFIERS- Ohio (Northwest); Preservice Teachers; Rural America Institute for Special Educators

Project RAISE (Rural America Institute for Special Educators) was a preservice teacher training program specifically designed for preparing special educators for the demands of rural settings. The project was conducted by the Department of Special Education at Bowling Green State University (Ohio) and concentrated on training special educators in a 12-county region in northwest Ohio. Project goals included: (1) train teachers to meet the academic, social, vocational, and ancillary service needs of rural special education students; (2) improve the quality of training to rural special education preservice trainees; and (3) assist in the recruitment and retention of teaching personnel specifically trained for rural special education. The program covered problems and issues for personnel in rural special education, foundations and instructional strategies for rural special education, instructional design, collaboration for related educational services, consultation skills, statistics, research, and various practicum experiences. The paper documents the regional need for special education preparation; lists teaching competencies identified as important; and describes project goals, recruitment of students, project faculty, the pre-

(both school-based and independent) which seek to teach leadership skills to regular students. The training materials, to be developed in a later phase of the project, will include an accessibility inventory, a videotape about the possibilities of inclusive programming, a facilitator's guide, and a participant's handbook. Support for the training package from national networks of leadership organizations is reported. Appendixes include a bibliography of approximately 55 items and a copy of the interview instrument. (JDD)

ED 356 605 EC 302 045

McKinley, John; And Others
The Longitudinal Project: A Component of the Research Institute on Preschool Mainstreaming.
PUB DATE- 5 Dec 92
NOTE- 7p.; Poster session presented at the Division for Early Childhood of the Council for Exceptional Children Annual International Conference (Washington, DC, December 2-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Cognitive Ability; Comparative Analysis; Interpersonal Competence; Longitudinal Studies; *Mainstreaming; *Outcomes of Education; Parent Attitudes; Parent Participation; *Preschool Children; Preschool Education; *Program Effectiveness; *Special Needs Students; Teacher Attitudes
IDENTIFIERS- *Developmental Delays

Preliminary results are presented from a longitudinal project comparing: (1) children with developmental delays either originally in mainstream preschool programs (N=91) or originally in segregated programs (N=50), and (2) typical children originally in either mainstream preschool programs (N=88) or in nonintegrated regular preschool programs (N=75). Subjects are compared in the following assessment areas: developmental and cognitive functioning; social interaction; social skills; parent ratings of behavior; parent involvement and satisfaction with their child's educational program; parent opinions about integration; teacher opinions about integration; and administrator opinions about integration. In general, most measures indicated no significant differences between children with developmental delays in mainstream and segregated programs, or between typical children in mainstream and segregated programs. Data about parent attitudes toward integration and parent involvement reflect some changes over time. Teachers and administrators held positive attitudes toward mainstreaming. (JDD)

ED 356 606 EC 302 046

Manual for Completing the Supported Employment Services Information Request Form.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 47p.; A product of the Regional Rehabilitation Exchange project. For a related document, see EC 302 049.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 356 625 FL 021 099

The Global Challenge: A Foreign Language Framework for the 1990s. South Carolina Foreign Languages Framework. Field Review Draft.
PUB DATE- 29 Sep 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Curriculum Design; Elementary Secondary Education; *Instructional Materials; Second Language Instruction; *Second Language Learning; *State Standards; *Statewide Planning
IDENTIFIERS- *South Carolina

The draft version of South Carolina's state foreign language curriculum for elementary and secondary schools is presented. It begins by discussing the rationale for foreign/second language education, focusing on economic, cultural, intellectual reasons for studying languages and examining enrollment patterns and trends in the state. The second chapter outlines a systematic approach to change in foreign language education, examines what constitutes an effective language program, describes program models, and looks at how the languages to be taught should be chosen. Chapter 3 details alternative ways of designing programs for specific school situations, teacher certification needs, professional development considerations, and appropriate extracurricular opportunities for language students, and considers the impact of foreign language study on the whole educational system. Chapter 4 focuses on development of appropriate learning outcomes and performance objectives for each educational level, and examines Latin as an alternative to modern languages. Student-teacher relationship, teaching skills and techniques, classroom activities, the role of grammar instruction, and interdisciplinary study are considered in chapter 5, and instructional materials are discussed in chapter 6. The report concludes with issues for further study, a brief bibliography, and information on language proficiency levels. (MSE)

ED 356 626 FL 021 103

Johns, Kenneth M.; Espinoza, Connie
Mainstreaming Language Minority Children in Reading and Writing. Fastback 340.
PUB DATE- 92
NOTE- 45p.; Inside cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Communication Problems; Cooperative Learning; *Educational Needs; Educational Strategies; Educational Technology; Elementary Education; Elementary School Students; *English (Second Language); Instructional Materials; Journal Writing; Language Experience Approach; Literature Appreciation; *Mainstreaming; Minority Groups; Oral Language; *Reading Instruction; Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Language Minorities

This guide, designed for regular classroom teachers in whose mainstream classes language-minority children are enrolled, language proficiency level were not statistically significant. (Contains 18 references.) (MSE)

ED 356 644 FL 021 138

The Foreign Language Essential Skills.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 92
NOTE- 81p.; Printed on colored stock which may affect reproducibility.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Educational Objectives; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Information Sources; *Language Skills; Program Design; *Public Policy; Second Language Instruction; Second Language Learning; *Second Languages; *State Standards; Statewide Planning
IDENTIFIERS- *Arizona

Arizona's state policy concerning foreign language education is outlined. The document begins with a state board of education policy statement, followed by a statement of philosophy concerning the objectives and general content of language instruction. Economic, social, and educational principles underlying the rationale for language education are then enumerated, and salient trends and theories in current second language acquisition research are summarized. Brief statements concerning curriculum development, instructional practices, and staffing are also offered. The remainder of the core document contains charts of program models and characteristics (immersion, partial immersion, two-way bilingual, Foreign Language in the Elementary Schools--FLES, and Foreign Language Experience--FLEX) and of essential language competencies and related skill indicators keyed to grade levels (K-3, 4-6, 7-8, 9-12). Appended materials include the text of state legislation concerning elementary and secondary school curriculum content, notes on elements of a quality foreign language program, a brief bibliography, and lists of additional organizational and print resources. (MSE)

ED 356 645 FL 021 139

Leduc, Denise; Mariez, Jean-Marie
French Language Arts, 7-8-9: Programme d'etudes.
PUB DATE- 88
NOTE- 167p.; For grades 10, 11, and 12, see FL 021 140.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Curriculum Design; Foreign Countries; *French; Grade 7; Grade 8; Grade 9; *Immersion Programs; Notional Functional Syllabi; Secondary Education; *Second Languages; *State Standards; Statewide Planning
IDENTIFIERS- *Alberta; Canada

The Alberta (Canada) curriculum for 7th, 8th, and 9th grade French immersion instruction is presented. An introductory section describes the rationale and objectives of the program and provides a brief bibliography. The next section charts the types of discourse on which the curriculum focuses within each language skill area (listening, speaking, reading, writing), with suggested instruction types to be allotted to each. Three as they plan for and teach mathematics and science to immersion students at the elementary school level. The manual and the video program have been designed to complement each other in a variety of ways. The video program has been divided into two sections and it is recommended that each section be viewed separately. The first section explores three principles for teaching math and science in the immersion classroom: actively involve students; integrate the teaching of language, math, and science; and adapt language and content instruction to students' background and life experiences. The second section presents three scenarios during which the viewer may identify the three principles from Part 1 in real classroom situations. Appended materials include math and science objectives, an immersion planning checklist, a checklist for evaluating an immersion lesson, and a discussion of caregiver speech. A background paper by Gilbert J. Cuevas is included. (Contains 22 references.) (VWL)

ED 356 665 FL 021 174

Teaching Social Studies in the Immersion Classroom. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 72p.; For other manuals in this series, see FL 021 166-176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Elementary Education; *FLES; *Immersion Programs; *Language Teachers; Second Language Instruction; *Social Studies; Teaching Guides; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Content Area Teaching

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights special considerations for immersion teachers as they plan and teach social studies lessons. The program discusses the following: goals of social studies; instructional strategies that promote learning of social studies concepts as well as second language acquisition; instructional strategies to help students acquire abstract concepts even when their language proficiency is limited; and the importance of relating social studies concepts learned in the immersion classroom to students' lives outside the classroom. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the paper by Cynthia Lewis in the section "Background Reading," and then view the video program and complete the five related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the activities in the manual. Appended materials include social studies objectives for Montgomery County (Maryland) public schools for Grades 1, 3, and 5. (Contains 18 references.) (VWL)

ED 356 666 FL 021 175

Teaching Culture in the Immersion Classroom. Teacher's Activity Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 71p.; For other manuals in this series, see FL 021 166-176.

was taught the same material in printed form without the use of computers. Pre-tests and post- tests were administered to each group. An analysis of the data indicates that both groups did markedly better on the posttest, but that the experimental group predictably improved more than the control group. (KM)

ED 356 684 FL 800 632

Taylor, Linda; And Others
Three Years of Amnesty Education in California. IRCA Pre-Enrollment Appraisal Results for New Californians.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Amnesty Education Office.
PUB DATE- 92
NOTE- 70p.; Evaluation of California's federally funded Amnesty program. For report highlights, see ED 345 588.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Citizenship Education; Civics; Demography; *English (Second Language); Literacy; *Literacy Education; Student Characteristics; *Undocumented Immigrants
IDENTIFIERS- Amnesty Education; *California; Immigrant Americans; Immigration Reform and Control Act 1986

The Immigrant Reform and Control Act (IRCA) of 1986 provided a one-time opportunity for people who had been living in the United States illegally to obtain legal resident status and eventually qualify for citizenship. In order to go from temporary to permanent status, applicants were now required to demonstrate a minimal understanding of English and U.S. History or to pursue a course of study to that effect. This report provides an updated demographic and educational profile of the California amnesty student population based on results of the IRCA Appraisal over a 3-year period. The report includes information on student characteristics, IRCA Appraisal test score results and their relationship to student characteristics, Amnesty program characteristics, and program participation. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 356 685 FL 800 636

Huntley, Helen S.
The New Illiteracy: A Study of the Pedagogic Principles of Teaching English as a Second Language to Non-Literate Adults.
PUB DATE- Oct 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Educational Objectives; Educational Strategies; Educational Theories; Educational Trends; *English (Second Language); *Illiteracy; Immigrants; Instructional Materials; *Language Role; *Literacy Education; Migration Patterns; Oral Language; Second Language Instruction; Skill Development; Trend Analysis; Written Language

The emerging field of literacy education for speakers of English as a Second Language (ESL) is examined. First, four general goals of ESL literacy education are outlined: practical reading/writing skills; reading skills for building further learning; second language training when needed; and orientation to print as a source of meaning. Four kinds of ESL literacy education, and (2) development policies and the assessment of their effect on higher education. It contains the following 10 papers: "Ambitious Goals--Small Changes? On the Structure of Student Population in Finland in the 20th Century" (Arto Nevala); "Selection of Matriculated Students into Further Studies" (Hannu Jalkanen); "Distinction Strategies and Selection in the Finnish Academic Field" (Juha-Pekka Liljander); "Higher Education as a Field" (Sakari Ahola); "Research Process as a Paradigm for Teaching and Learning--Experiences during Seminar Instruction" (Pentti Hakkarainen, Kari Kuutti); "Faculty Cultures and Innovations--A Case Study" (Jussi Valimaa); "Strategy and Implementation of Change in the University Management: The University of Joensuu, Finland" (Seppo Holtta); "From Central Planning to Decentralization? Accountability in Higher Education" (Leena Koski); "Study Careers and Productivity" (Pentti Maatta, Sakari Valkonen); and "Approaches and Assessment Models in University Teaching and Learning" (Pentti Hakkarainen). (GLR)

ED 356 704 HE 026 360

Gallin, Alice, Ed.
American Catholic Higher Education. Essential Documents, 1967-1990.
PUB DATE- 92
NOTE- 480p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges; Church Role; Documentation; Educational History; Higher Education; *Institutional Mission; Mission Statements; Policy Formation; Religious Organizations; *School Role; Universities

This reference volume contains the texts of documents pertinent to the development of Catholic higher education during the years from 1967 to 1990. The documents reveal church officials' and university presidents' collaborative efforts to address the questions of what it means it mean to be a university or college and what it means for such an institution to be Catholic. The documents have been arranged to show that in the struggle to articulate the special role of a Catholic university, Vatican officials and university presidents engaged in a dialogue that began with the attempt of the International Federation of Catholic Universities to formulate a definitive statement, and culminated in the adoption of the apostolic constitution, Ex Corde Ecclesiae, signed by Pope John Paul II in 1990. Various drafts of these documents are provided and are presented in four groupings: (1) those which fed into the statement issues in 1972 by the International Federation of Catholic Universities, "The Catholic University in the Modern World"; (2) those which have subsequently attempted to explicate and/or modify that statement; (3) those that dealt specifically with the development of the revised Code of Canon Law; and (4) the many drafts of the Ex Corde Ecclesiae. (GLR)

ED 356 705 HE 026 361

Baccalaureate Origins of Doctorate Recipients: A Ranking by Discipline of 4-Year Private Institutions. 7th Edition, 1920-1990 Data.
PUB DATE- Mar 93
NOTE- 68p.; For the 6th edition, see ED 328 177.
LANGUAGE- English

This report, the result of a workshop on admissions, placement and study abroad in United Kingdom higher education, focuses on areas of significant change in the educational system since 1976. A chapter on study abroad provides an overview of educational change in Britain focusing on the issue of assisting United States students who might want or need to study in the United Kingdom for less than a full academic year. A chapter on secondary education examines the major changes in school curriculums with the implementation of the new National Curriculum and the introduction of new examinations. The chapter on polytechnics and colleges and institutes of higher education examines one of the largest areas of growth in British higher education since 1976. A separate chapter on Scotland is provided because the Scottish system is quite different from that in England and Wales. A final chapter discusses how to evaluate United Kingdom professional qualifications, focusing on engineering, accountancy, management and nursing as examples to provide a general framework for the subject. Appendixes contain sample syllabi, and information on polytechnics in England and Wales, colleges of further education, Scottish professional business associations, frequently seen abbreviations, and acronyms. The document also includes extensive sample documents and an index. (JB)

ED 356 724 HE 026 380

Lukas, Karen
The Educational System of the Former German Democratic Republic. A Special Report.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Educational History; *Elementary Secondary Education; Enrollment; Foreign Countries; *Higher Education; *Preschool Education; Private Schools; Public Colleges; *Public Policy; Public Schools; Records (Forms); Special Education; Vocational Education
IDENTIFIERS- *East Germany

This publication gives a detailed description of the educational system of the former German Democratic Republic (GDR) from preschool through higher education. The first of the report's four chapters offers an introduction to the nation and to the educational system's history, legal basis, and grading scale. Chapter II covers the nation's preschool through secondary education including special schools for gifted children, schools for the handicapped, vocational schools, private religious schools and alternative schools. Chapter III treats higher education and includes a historical review as well as information about admission, student status enrollment, the academic year, first, second, and third degree programs, religious colleges, and higher education credentials. Chapter IV discusses adult education in the form of postgraduate studies and adult education colleges. Extensive appendixes contain a listing of university level institutions and 13 sample documents consisting for the most part of various types of certificates. (Contains 12 references.) (JB)

ED 356 725 HE 026 381

Smoot, Joseph G.

communities. (JB)

ED 356 743 HE 026 399

Student Finance. Report of the Senate Task Force.
PUB DATE- Feb 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Administration; College Students; Demography; Financial Needs; Foreign Countries; Graduate Students; Higher Education; Paying for College; Scholarships; Student Characteristics; *Student Financial Aid; *Student Needs; Teaching Assistants; Trend Analysis
IDENTIFIERS- *University of Alberta (Canada)

An evaluative study was conducted by the Senate of the University of Alberta (Edmonton, Canada) on the status of student financial aid and financial need. The evaluation was conducted through interviews, information gathering, discussion, and collection of reports. The Task Force conducting the study found changing demographic characteristics of students, often rigid policies of lending agencies, and a University reluctant to address the need for change. Four themes emerged from the study: (1) a change in student population creating new types of students (single parents, mature students with families, students of minority groups and international students); (2) outdated criteria used by both the University and the Students Finance Board with respect to these students; (3) a lack of communication with respect to policies on scholarships, bursaries and emergency funding; and (4) an apparent lack of flexibility in dealing with students with special needs. The greater problems emerged from a lack of information, inaccessibility of decision makers, and frustration with the appeal process. The report offers 28 recommendations for improvement. Extensive appendixes contain lists of terms, methodology information, policies, fee schedules, information gathered by the Task Force, and a 37-item bibliography. (JB)

ED 356 744 HE 026 401

Hansen, Gary E.
Beyond the Neoclassical University: Agricultural Higher Education in the Developing World - An Interpretive Essay. A.I.D. Program Evaluation Report No. 20.
PUB DATE- Jan 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Agricultural Education; College Administration; College Faculty; *College Role; *Developing Nations; Educational Policy; Faculty Development; Foreign Countries; Higher Education; Institutional Autonomy; *Institutional Characteristics; Institutional Mission; Public Policy; Rural Areas; Student Development; *Universities
IDENTIFIERS- Brazil; India

This paper offers reflections on the role of the agricultural university in developing nations by analyzing in turn the factors that contribute to stagnation of these universities. It first takes up the policy conditions that govern the broad outlines of the agricultural university mandate such as the university's relationship with the ministry of agriculture, the

Empowering People through Technology. Proceedings of the International Conference of the Association for the Development of Computer-Based Instructional Systems (34th, Norfolk, Virginia, November 8-11, 1992).
PUB DATE- Nov 92
NOTE- 588p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Computer Assisted Design; *Computer Assisted Instruction; Computer Software; Computer Software Development; Computer System Design; Distance Education; *Educational Technology; Elementary Secondary Education; Health Education; Higher Education; Home Economics Education; Hypermedia; Interactive Video; Medical Education; Music Education; Telecommunications
IDENTIFIERS- Computer Mediated Communication; *Empowerment; Special Interest Groups

These proceedings present 74 selected abstracts and 47 selected formal papers under 14 special interest group headings. Topics addressed by the papers include constructing multimedia; interactive video; computers in secondary school mathematics; access in computer-based instruction; implementing computer-based technology; advisor development; cognitive maps; software development by faculty-student teams; learning environments for interactive technologies; computer assisted design; presentation techniques; integrating controversy skills into computer conferencing; updating hypertext systems; navigation maps and cognitive styles; utilizing hypermedia; computer supported learning in administrative organizations; creating courseware catalogs; an international multimedia resource center; programming paradigms; using the authoring system Quest; developing a multipurpose multimedia lab; computer graphics; courseware evaluation; computer-based tools for methodology teaching; emerging technologies; interactive multimedia courseware; an intelligent framework for computer-based instruction; patient simulations; interactive audio; managing multimedia resources; Digital Video Interactive; metacognitive skills; the instructional design taxonomy; users' mental models; building expert system rule bases; creating an intelligent authoring/instructional system; intelligent tutoring systems; a philosophy of education; computer-mediated small-group discussion; computer-mediated conferencing; and networks and multimedia systems. Many of the papers contain references. (ALF)

ED 356 763 IR 015 984

Overbaugh, Richard C.; Reed, W. Michael
The Comparative Effects of an Introductory versus a Content-Specific Computer Course for Educators on Computer Anxiety and Stages of Concern.
PUB DATE- 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Comparative Analysis; *Computer Anxiety; *Computer Assisted Instruction; *Computer Literacy; Computer Science Education; Curriculum Development; Educational

Non-Cataloguers about Cataloguing" (Barbara J. Ford); and (5) "Educating Users about Catalogues and Cataloguing: The Impossible Dream" (Sharon A. Hogan). References follow most papers. (SLD)

ED 356 781 IR 054 472

IFLA General Conference, 1992. Division of Collections and Services: Section on Acquisition and Exchange; Section on Serial Publications; Section on Interlending and Document Delivery. Papers.
PUB DATE- Sep 92
NOTE- 101p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Interlibrary Loans; International Organizations; *Library Acquisition; Library Associations; Library Automation; Library Collection Development; Library Cooperation; Library Materials; Library Technical Processes; Management Information Systems; Measurement Techniques; Microcomputers; Online Systems; *Purchasing; *Serials
IDENTIFIERS- Asia (South); *Document Handling; Europe (West); India; *Information Exchange; International Federation of Library Associations; Ordering Operations; OSIRIS Prototype

Eight papers for the Collections and Services Division of the International Federation of Library Associations and Institutions that were given at the 1992 annual meeting are presented. These papers deal with the acquisition and exchange of library materials, interlending, and serial publications. The following papers are included: (1) "Why Won't You Accept My Order? Global Acquisitions Solutions" (T. Leisner); (2) "South Asian Literature: Acquisition and Processing in West European Libraries" (G. F. Baumann); (3) "The Interlibrary Loan (ILL) Protocol: Progress and Projects" (L. Swain and P. Tallim); (4) "Sci-Tech Libraries: New Approach to Interlibrary Loans" (E. Eronina); (5) "Improving Interlending through Goal Setting and Performance Measurement" (J. Willemse); (6) "OSIRIS, a Microcomputer Based Online Serials Information, Registration and Inquiry System" (S. Santiago); (7) "Serial Publications in India" (P. K. Gupta); and (8) "Basic Serials Management Handbook" (J. Szilvassy). Most papers are followed by references.

ED 356 782 IR 054 473

IFLA General Conference, 1992. Division of Libraries Serving the General Public: Open Forum; Section on Libraries Serving Disadvantaged Persons; INTAMEL (RT); Mobile Libraries (RT). Papers.
PUB DATE- Sep 92
NOTE- 103p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

purchasing health insurance, identify types of income insurance plans available to wage earners, apply management process in planning savings and investments, demonstrate understanding of how a will contributes to family security, demonstrate understanding of factors involved in funeral planning, and evaluate job opportunities in the consumer affairs area. Each unit is composed of two to nine competencies. For each competency, these components are provided: performance objective(s), performance guide(s), learning experiences, and instructional resources. Appendixes include the following: an 84-item bibliography; source list for educational media (printed); source list for films, filmstrips, and videos; source list for computer software, kits, and puzzles; 80 supplements; and 40 transparencies. (YLB)

ED 356 331   CE 063 396

Home Economics I Curriculum Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 92
NOTE- 542p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; Child Development; Clothing Instruction; Competence; *Competency Based Education; Consumer Education; Course Content; Foods Instruction; Health Education; *Home Economics; Interpersonal Competence; Introductory Courses; Learning Modules; Lesson Plans; Nutrition; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Textiles Instruction; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- Missouri

This guide contains nine units of study for a beginning course in home economics. Units include some or all of the following components: performance objectives, lesson plans, information sheets, transparency masters, handouts, assignment sheets, job sheets, a unit test, and answers to the unit test. All units are competency based and cross-referenced to a competency profile at the beginning of the module. The units cover the following topics: (1) orientation to home economics; (2) consumer education; (3) clothing and textiles; (4) housing and home management; (5) child development; (6) food and nutrition; (7) family and individual health; (8) personal relationships; and (9) career exploration. (KC) mass higher education highlights the dangers inherent in an industrialized approach if program developers lose sight of the goal: education of the individual and support that allows adults from diverse backgrounds to relate to the knowledge higher education provides. Distance education must recognize the needs of the individual student learning in an industrialized process where teaching is the dominant characteristic. The success or failure of student support is judged on a number of performance indicators, such as students' success rate. A major question is what the educational philosophy is in which the distance education support services are operating. The service industry should be the source for models of student support, since the dominant ethos of the distance education organization must be that of a service industry. Each student support system must be derived from the unique situation in which the distance education institution operates. (YLB)

critical consciousness orientation as the philosophic base for decision making. The change to this orientation was challenging and involved many difficulties. The interpretive and critical science components of the research conducted were intended to understand what it is like to examine one's orientation and teaching practices. The interpretive component had three parts: observations of three teachers; indepth interviews with these teachers, their administrators, and students; and writings of 45 teachers in the learning communities (LCs). Critical science action research was implemented through LCs. The LC process involved 33 participants in 3 LCs in 1991. In 1992, 12 teachers were selected for an additional LC; 28 of the original 33 members continued in LCs for a second year. Preliminary findings indicated the following: teachers were unable to articulate their beliefs in a clear, consistent manner; teachers generally agreed with all orientations when they completed the questionnaire, illustrating inability to differentiate between conflicting orientations; teachers had difficulty reflecting on their practice to see if it was compatible with their originally stated beliefs; and after in-depth study of the orientations, teachers were better at reflecting upon their actions and analyzing them in reference to the orientations. (Appendixes include 14 references and transparencies illustrating the LC process, study findings, and teacher comments.) (YLB)

Gittins, Rose, Comp.
An Introduction to Literacy Teaching. Second Edition.
PUB DATE- Jan 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Adult Literacy; Basic Skills; Classroom Techniques; Computer Assisted Instruction; Educational Certificates; Foreign Countries; Language Experience Approach; Lesson Plans; *Literacy Education; Media Selection; Self Evaluation (Individuals); *Student Certification; *Student Evaluation; Teacher Developed Materials; Teaching Guides; *Teaching Methods
IDENTIFIERS- Great Britain

This revised and expanded edition of a handbook is designed for basic skills tutors. Part 1 looks at what literacy involves and why it is important. It examines previous experiences of learning that students may bring and describes a range of styles of provision. Part 2 contains four student profiles, to which the rest of the book makes reference. In each case, the tutors have given some background information about the students, each at a different level of literacy, and their reasons for entering a program. Part 3 examines the processes of assessing the student, both at the time of enrollment and in regularly reviewing progress. It describes the setting of a learning plan, stresses the importance of keeping individual records, emphasizes usefulness of written lesson plans, and discusses how tutors can evaluate their own teaching. Part 4 explores learning methods and techniques, describes approaches used with each student from part 2, and suggests further activities that could be developed for individual or group work. Part 5 examines ways in which students can gain recognition of their progress and discusses the competence-based approach. It looks at progression and what this may include. Part 6 considers types of materials and resources available and gives guidelines in deciding what to use and how to use it. It looks at considerations when creating one's own material. Part 7 lists some useful materials and further reading. An index is provided. (YLB)

ED 356 403 CE 063 505

Seevers, Brenda S.; Clark, Richard W.
Factors Related to Teaching Style Preference of Ohio Cooperative Extension Service Faculty and Program Staff. Summary of Research 68.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Educators; Adult Students; *Andragogy; *Extension Agents; *Extension Education; Teacher Attitudes; *Teacher Characteristics; *Teaching Styles
IDENTIFIERS- Principles of Adult Learning Scale

The factors related to teaching style preference of the Ohio Cooperative Extension Service (OCES) faculty and program were measured by the Principles of Adult Learning Scale (PALS). The study also looked at two additional measurements predictive of teaching behavior: sensitivity and inclusion, as measured by the Van Tilburg/Heimlich Sensitivity/Inclusion Scale. Information was gathered through a questionnaire based on these two instruments that was developed and mailed to 609 OCES faculty and program staff; response rate was approximately 75 percent (454). The study found that OCES educators appear to have limited knowledge of adult education principles and practices and that the findings of the two assessment instruments were not correlated in any practically significant way. A number of recommendations were made: improve teacher support and attitude; increase staff knowledge of adult education principles and practices; improve the number of adult education courses that staff take; help staff focus on learner-centered styles as well as their preferred teacher-centered styles; assist staff in making needed changes; and develop a mentoring system. (Contains 15 references.) (KC)

populations, vocational education for adults, postsecondary technical education, tech prep, 1992 budget accountability report, allocation and use of federal and other resources, investment of resources, and progress report on the objectives of the state plan. Other sections cite coordination activities, discuss evaluation responsibilities, and describe research projects and publications. The OCOVE mission statement concludes the report. (YLB)

ED 356 424   CE 063 539

Stout, Mary W.
Achieving Competence: Army-VOTEC School Partnership Pilot Studies.
PUB DATE- Nov 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Competence; *Cost Effectiveness; *Educational Cooperation; Educational Research; Job Skills; Military Personnel; Military Service; *Military Training; Models; Postsecondary Education; *Program Effectiveness; Secondary Education; Student Evaluation; *Vocational Schools
IDENTIFIERS- *Army

To reduce Army training costs, the Training and Doctrine Command (TRADOC) investigated use of training at civilian secondary and postsecondary vocational-technical (VOTEC) institutions as an alternative to initial job training in Army service schools. Three models were used in the pilot study: the preservice training model in which civilian-trained VOTEC school graduates are recruited; inservice training model in which civilian VOTEC institutions train specific parts of Army courses; and exportable curriculum training model in which civilian VOTEC schools use an Army-developed curriculum. The Vocational Training Strategies study found that training content in the Army's Light Wheel Vehicle Mechanic course compared favorably with the VOTEC auto mechanic curriculum and the preservice training model was the most cost effective. Phase I of the Light Wheel Vehicle Mechanic Pilot Study began using the VOTEC training model. Findings indicated that VOTEC secondary school graduates scored as well as Army graduates, and postsecondary VOTEC graduates scored higher. The second phase of the pilot study involved recruitment of VOTEC graduates and assessment of training effectiveness, attrition, knowledge retention, and job performance. The Food Service VOTEC pilot study and its findings mirrored the Light Wheel Vehicle Mechanic study. The results demonstrated that using VOTEC institutions to train soldiers held great potential as an efficient and effective Army/VOTEC partnership. (YLB)

of crashes for first-year drivers. The third topic is policy and legislative approaches. Two general types of legal and policy approaches that can be taken to reduce traffic crashes among youth are discussed: those designed to reduce youth access and those designed to reduce driving by youth or to restrict the circumstances under which they drive. A chart is included which lists the states and categorizes their laws on sale, attempting to purchase alcohol, purchasing age, possession age, consumption age, misrepresenting age, and fake identification. Next underage alcohol enforcement is discussed. Sting operations and research on alcohol purchase attempts by minors are discussed. Young driver restrictions are discussed, including lower blood alcohol content limits for young drivers; enforcement of driving while intoxicated laws for young drivers; provisional licensing and driving restrictions; and nighttime driving restrictions. Conclusions and nine recommendations are included. (ABL) library. Parents can: take their children to the library; give books rather than other types of gifts; work with librarians to acquaint children with the library. Teachers can help children by assigning simple projects which require library usage. Librarians are generally helpful individuals who will assist children with the card catalog and the Dewey Decimal System. Library cards and bookmarks are important cards to have. Good library habits include: (1) a visit to the library at least once a month; (2) taking children to browse through newly acquired books and magazines; (3) use of the library to procure information for school and other events; (4) "adopting" an author; and (5) helping children build their own library if possible. (RS)

ED 356 465   CS 011 277

Almasi, Janice F., Ed.; And Others
Literacy: Issues and Practices. 1993 Yearbook of the State of Maryland Reading Association Council. Volume 10.
PUB DATE- 93
NOTE- 60p.; For the 1992 Yearbook, see ED 346 438.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Research; Elementary Secondary Education; Parent Participation; Reader Response; *Reading Instruction; Reading Research; Staff Development; *Student Evaluation; *Theory Practice Relationship; *Whole Language Approach; Writing Across the Curriculum; Writing Processes
IDENTIFIERS- Aesthetic Reading; *Authentic Assessment; *Maryland

This Yearbook begins with a foreword by Janice F. Almasi that outlines some of the steps that the state of Maryland is taking as a leader in literacy education and literacy assessment, and the eight articles in this edition reflect many of these steps. The articles are: "Three Dialogues about Reading Engagement" (John T. Guthrie); "My Classroom Was Literacy Poor!" (Corinne Pritzlaff Weis): "Read to Somebody Everyday: A Shared Reading Program" (Steven P. Chasen and Gail W. Holt); "Blending Reader Response Theories and Reading Comprehension Instruction" (Sandra R. Wallis); "The 'Write' To Learn Mathematics" (Bob. M. Drake and Linda B. Amspaugh); "Intermediate Grade Students' Awareness of the Writing Process" (Natalie Felsher, Judy Ramoy Johnson, and Priscilla P. Waynant); "The Use of Retellings for Portfolio Assessment of Reading Comprehension" (Patricia S. Koskinen, Linda B. Gambrell, and Barbara A. Kapinus); and "The Signing for Reading Success Study Group" (Cynthia T. Bowen, Jean H. Mattheiss, and Robert M. Wilson). (NKA)

Tutoring Strategies for LD College Students' Common Writing Errors.

PUB DATE- 2 Apr 93
NOTE- 12p.; Paper presented to a Meeting of "Quill" (Lincroft, NJ, April 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Writing; *Error Patterns; Higher Education; *Learning Disabilities; Remedial Programs; Student Needs; Teaching Methods; *Tutoring; Undergraduate Students; *Writing Difficulties
IDENTIFIERS- *Basic Writers; Tutor Role

Despite the repeated adage that "no two LD (learning disabled) students are alike, it is not only possible but important to focus on the most common errors of LD college writers in order to learn how best to serve these students. There are in fact two main categories of these students: severely learning disabled and classically learning disabled. For severely learning disabled students, most academic tasks are equally difficult if not impossible to master. Classically learning disabled writers usually have something intelligent to say and write, as long as they are given extra time to express it. The most common errors for LD students include spelling errors and the omission of articles, demonstratives, prepositions, verbs, and word endings. They also tend to make numerous comma errors and to write meaningless sentences. Punctuation is by far the most difficult area for LD writers and their tutors. The job of tutors and teachers is to identify a particular student's error pattern by searching for clues in that student's writing. This paper suggests several strategies that could be helpful in dealing with these problems, and concludes that it is important to be patient and never to judge a struggling student until that student has been given every chance to learn. (RS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Decision Making; Management Systems; Models; *Organizational Climate; *Organizational Communication
IDENTIFIERS- *Issues Management; *Organizational Culture

A study examined the decision making climate of organizations that are using issues management and what type of model of issues management is followed--theorists have been attempting to define issues management since it began appearing 20 year ago. Subjects, 112 males and 30 females who were professionals working in the area of issues management and members of the Public Affairs Council, responded to a questionnaire sent to 499 randomly selected members of the council. Respondents were assured that information from the questionnaire was to be used for scholarly purposes. Results indicated that the majority of respondents worked in organizations that have an open climate that facilitates participative management practices, and that a predominant style of issues management exists among the respondents. Results also indicated that three key indicators of a participative decision making climate were: (1) the member of the organization participated in the adoption of new policies in the organization; (2) the member of the organization participated in the adoption of new programs in the organization; and (3) the organizational member's say had influence in the workplace. Findings suggest that organizations with issues management are less complex and bureaucratic than other organizations. (Contains 23 references.) (RS)

"The View from the Classroom," "Who Are the Faculty and Staff," "Students, Community, and Learning Our Mission," "The Development of a Working Relationship: My View," "The Principal from the Faculty Perspective," "Leadership Within a Shifting Complex of Views," "Taking Activities, Partners, and Relationships from Intention to Impact," "Paradoxes of the Principalship," and "Capacities and Qualities for High School Leadership." Included are an index and an appendix containing the principal leadership study survey questionnaire. (Contains 112 references.) (JPT)

ED 356 530 EA 024 758

Working Designs for Change: Toward Implementation of the Oregon Educational Act for the 21st Century (HB 3565). Report to the Oregon Legislative Assembly.
PUB DATE- Jan 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Citizen Participation; Early Childhood Education; *Educational Change; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Nongraded Instructional Grouping; *Professional Development; *School Based Management; School Restructuring; Systems Approach; *Systems Development
IDENTIFIERS- *Oregon; *Oregon Educational Act for the 21st Century 1991

Oregon's Educational Act for the 21st Century is a remarkably comprehensive and systematic approach to school reform. Relying on a broad partnership of business leaders, parents, teachers, and educational professionals, it calls for a shift in public attitudes, a focus on outcome-based evaluations, and efforts to ensure its compatibility with other reform efforts. Early childhood and professional-technical education are pivotal components of the entire reform process. Conditions necessary for implementation are identified as: (1) attaining a critical mass of support; (2) implementing model programs; (3) reforming the entire system of preparation, licensure, and continued development; (4) time and support for collaborative work; (5) changing assessment techniques to include the Certificates of Initial and Advanced Mastery emphasizing foundational and effective living skills; (6) encouraging regional approaches; (7) reforming regulations; and (8) stabilizing and optimizing educational funding. Schools should encourage site-based decision making, nongraded primary education, alternative learning environments, extended school days or years, and the integration of social services. (TEJ)

Responsibility; *Policy Formation; *School Law; Sex Discrimination; *Sexual Harassment; State Legislation; Student Behavior; Teacher Behavior

As in many other areas of society, sexual harassment has become an important issue in education. It has left the educational community with many questions about what constitutes sexual harassment, how to prevent it, and how to deal with the legal problems that may arise concerning it. This report dispels several myths about sexual harassment in educational settings involving both school employees and students. Sexual harassment involving public educational institutions and educators is governed by federal law. In addition, most states have civil rights statutes that govern sexual harassment in both public- and private-sector employment. Topics of chapters include myths about sexual harassment, federal laws governing sexual harassment in educational institutions, related state legislation, sexual harassment of employees in education, sexual harassment of students, and preparing for and handling sexual harassment claims. Included in the appendices are federal avenues to liability for sexual harassment in education, types of sexual harassment in employment, checklist for prevention of liability, checklist for complaints and conducting investigations, prohibition of harassment, policy against harassment, student code of conduct, typical forms of sexual harassment in employment, costs of sexual harassment in employment, and favoritism and romance in the work place. (Contains 155 footnotes.) (JPT)

schools process. Several factors influenced change in the role of the central office: principal and teacher role changes, curriculum and teaching changes, and assistance from a university. Overall, district offices had little influence on school restructuring, but among those that did, support for site-based management lessened barriers to change. Schools fundamentally changed even without direct district facilitation or support. (JPT)

ED 356 568 EA 024 835

Iran-Nejad, Asghar
An Overview of the Problem of Relevance in Education.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Educational Change; Educational Theories; Elementary Secondary Education; *Learning Processes; *Learning Strategies; *Learning Theories

Education has been in a perpetual state of reform seeking "far reaching changes in weary practices, outmoded assumptions, and long-assumed constraints." This approach must be examined to keep the same old problems from resurfacing and making reform efforts ineffective. Common suggestions for educational reform involve stricter standards, procedures, or accountability measures. But it is questionable that these measures are effective. Even changes in teacher training, experiences, personality, or attitude have been found to have a negligible effect on student learning. Education reform must follow the example of medical science and recognize that at the core of knowledge is an understanding of how biological systems function. Recent research on how the brain functions suggests that such knowledge would be helpful in sorting out relevant and irrelevant educational reform efforts. Two promising knowledge theories are the theories of "autonomy of knowledge" and "simplification by isolation." Autonomy of knowledge holds that knowledge has a separate existence outside the physical nervous system. Simplification by isolation says that complex knowledge structures can be broken down into manageable smaller pieces. Biofunctional theory accepts the proposition that nervous systems demand that learning be done within the context of whole experiences. Acknowledging this fact is important to identifying relevant and irrelevant educational practices. (Contains 24 references.) (JPT) training program, the graduate training program, program content, and program evaluation. (JDD)

ED 356 587   EC 302 027

Harvin, David M.; Driggers, Sherry H.
The 1992 Assessment of the S.C. Department of Education's Efforts to Implement P.L. 99-457: Special Education for Preschool Children with Disabilities.
SPONS. AGENCY- South Carolina Joint Legislative Committee on Children.
PUB DATE- 1 Jun 92
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Due Process; Educational Legislation; Educational Planning; Expenditures; Extended School Year; *Federal Legislation; Legal Problems; *Preschool Children; Preschool Education; Program Evaluation; Program Implementation; *State Departments of Education; State Programs
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986; Medicaid; *South Carolina

This study examines activities of the South Carolina Department of Education directed toward implementation of Public Law 99-457 (the Education of the Handicapped Act Amendments 1986) which called for special education for preschool children with disabilities. The study specifically documents the number of children served, number of children projected to be eligible for early childhood special education, and budget expenditures. It also documents the outcomes of recommendations from a prior study, analyzes the use of mediation between parents and local education authorities, summarizes current legal issues in the implementation of Public Law 99-457, and describes a strategic planning process to enhance the delivery of Public Law 99-457 services. Appendixes provide statistical data supporting the study, letters and memoranda, Medicaid information, a parent survey form, a survey on the status of teacher training, court rulings, and extended school year program information. (JDD)

(055)
DESCRIPTORS- Adults; Agencies; *Demonstration Programs; *Disabilities; Employment Programs; *Information Dissemination; Models; Program Evaluation; Regional Programs; Self Evaluation (Groups); *Supported Employment; Technical Assistance; *Vocational Rehabilitation
IDENTIFIERS- *Regional Rehabilitation Exchange Project

This manual provides rehabilitation service provider organizations with necessary information and instructions for completing an Information Request Form (IRF), the first step in the process of applying for recognition by the Regional Rehabilitation Exchange (RRX) Project as an exemplary program model in the area of supported employment. The RRX concentrates on identifying exemplary programs for people with disabilities in five states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. This manual provides information about: (1) the background and purposes of the RRX; (2) service categories identified as priorities for review of exemplary program models; (3) program review procedures and criteria; (4) procedures for completing the Information Request Form; and (5) the technical assistance responsibilities of programs designated as exemplary. A sample IRF completed by an agency providing supported employment services is attached. (DB) offers background information and suggestions for helping these students become proficient in English reading and writing and for involving them as resources for global and cultural awareness in majority-language classmates. The first chapter discusses specific barriers to language acquisition among language-minority students: (1) reductionist concepts of language and learning implicit in the mainstream curriculum; (2) cultural differences; and (3) inadequate communication among adults in the children's lives. The second chapter examines the reading and writing needs of this population, including instructional materials, classroom environment, topics, and nonverbal communication. The third chapter describes useful classroom techniques, all within the whole-language approach to teaching, including: using literary works; providing substantial oral language experiences; providing time for silent, sustained reading; encouraging use of student journals; incorporating technology; and promoting cooperative learning. It is concluded that meeting the needs of language-minority students in a mainstream classroom is possible if teachers recognize the barriers to educational opportunity facing the children, understand that they are better prepared than they realize to work with this population, use cooperative learning strategies, and see the children as cultural resources. (MSE)

subsequent chapters outline in greater detail the behavioral objectives and notional content at each of the three grade levels for oral communication (listening, speaking), reading, and writing instruction. The final section offers ideas and behavioral objectives for enrichment in each skill area, for each discourse type, and at each grade level. (MSE)

ED 356 646 FL 021 140

Leduc, Denise; Mariez, Jean-Marie
French Language Arts, 10-20-30: Programme d'etudes.
PUB DATE- 88
NOTE- 176p.; For grades 7, 8, and 9, see FL 021 139.
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Curriculum Design; Foreign Countries; *French; Grade 10; Grade 11; Grade 12; *Immersion Programs; Notional Functional Syllabi; Secondary Education; *Second Languages; *State Standards; Statewide Planning
IDENTIFIERS- *Alberta; Canada

The Alberta (Canada) curriculum for 10th, 11th, and 12th grade French immersion instruction is presented. An introductory section describes the rationale and objectives of the program and provides a brief bibliography. The next section charts the types of discourse on which the curriculum focuses within each language skill area (listening, speaking, reading, writing), with suggested instruction types to be allotted to each. Three subsequent chapters outline in greater detail the behavioral objectives and notional content at each of the three grade levels for oral communication (listening, speaking), reading, and writing instruction. The final section offers ideas and behavioral objectives for enrichment in each skill area, for each discourse type, and at each grade level. Appended materials include lists of suggested prefixes and suffixes, relation markers, paragraph organization considerations, and syntax features to incorporate into the curriculum at each grade level. (MSE)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; Elementary Education; *FLES; French; *Immersion Programs; *Language Teachers; Second Language Instruction; Spanish; Teaching Guides; Videotape Recordings

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights special considerations for immersion teachers about deciding what culture is, when it should be taught, and how to teach it. The program is divided into three sections that discuss the following: defining culture; identifying reasons to teach culture; and developing a plan for teaching culture. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the information in the section "Background Reading," and then view the video program and complete the seven related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the activities in the manual. (VWL)

learners are distinguished: pre-literate; non-literate or illiterate; semi-literate; and non-roman alphabetic. Seven functions served by literacy are noted, reflecting the culture of the United States and the uses to which literacy is put by a less educated, non-scholarly segment of society, and useful for organizing appropriate instruction. These functions include: instrumental; social-interactional; news-related; memory-supportive; substitute for oral messages; provision of a permanent record; and confirmation of attitudes or ideas. The relationship between orality and literacy is then discussed, and progress toward a theoretical foundation for ESL literacy education is reviewed. It is concluded that while the problem of illiteracy appears to be increasing and programs to remedy that situation are still inadequate, circumstances and current efforts hold promise. Appended materials include immigration and world literacy statistics, a proposed progression of literacy skills, references and selected bibliography, and a brief list of relevant commercial instructional materials. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 686   FL 800 639

Lewelling, Vickie
Linguistic Diversity in the United States: English Plus and Official English. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education; Civil Rights; *Cultural Pluralism; *English (Second Language); Language of Instruction; *Limited English Speaking; *Official Languages; Second Language Instruction; State Legislation
IDENTIFIERS- *English Only Movement; *English Plus Movement; ERIC Digests

The United States has a history of linguistic diversity and tolerance of other languages and cultures. Recent times, however, have seen the development of a movement to make English the official language of the United States (Official English Movement) by amending the constitution. Concern over the implications such an amendment could have for U.S. citizens and residents whose native language is not English led to the formation of an English Plus advocacy coalition of more than 50 civil rights and educational organizations. A summary of the goals of each movement and the effect that both have had on local and national policies is provided. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Comparative Analysis; *Doctoral Degrees; Educational Trends; Higher Education; *Intellectual Disciplines; *Private Colleges; Sex Differences; Trend Analysis; *Undergraduate Study

This document summarizes the number of doctoral degrees awarded in the United States between 1920 and 1990 by academic discipline, undergraduate institution, and time period. The data include 914 private, four-year, non-doctoral degree-granting institutions. Individual institutional data are included for a maximum of 360 colleges and universities in the discipline rankings. The document also features a section summarizing total doctoral activities by discipline, gender, and time period, across all institutions in the sample. Analysis of the data indicate that the average number of doctorates granted annually to baccalaureate graduates of private, non-doctoral-granting institutions has dramatically increased in recent years. The fields in which the largest numbers of doctoral degrees were granted include Computer Sciences; Professional/Other Fields; Other Social Sciences (including Area Studies, Criminology, Demography, Geography); Psychology; and Education. Slowest growing fields are History, Mathematics, Physics and Astronomy, and Foreign Languages. Degrees earned by women continue to account for an increasing share of all doctorates. Appendixes contain an alphabetical listing of the 914 institutions, a list of academic fields, and a list of definitions of academic fields. (GLR)

Pittsburg State University Development Achievements for Fiscal Year 1992.
PUB DATE- 92
NOTE- 188p.; For the fiscal year 1991 report, see ED 340 321.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Alumni; Comparative Analysis; Donors; Educational Finance; *Financial Support; Foundation Programs; *Fund Raising; Higher Education; Institutional Advancement; Postsecondary Education; *Private Financial Support; Public Colleges; Statistical Data; Surveys
IDENTIFIERS- *Pittsburg State University KS

This report examines Pittsburg State University's (PSU) Development Achievements for Fiscal Year (FY) 1992 and provides a comparison with 151 other comprehensive public universities reporting to the Council For Aid To Education (CFAE). Among conclusions are that PSU ranked in the top 27 percent of comparable institutions in total private support ($3.6 million) and in the top 14 percent in dollars raised per student. Of alumni solicited 17.1 percent donated to the school. Chapters devoted to annual giving and planned giving as well as the PSU Foundation provide further information about development activities. Development plans for fiscal year 1993 are also presented. Appendices (comprising over half the report) include the following: (1) Annual Development Calendars, (2) Comparative CFAE tables, (3) Office of Research Proposals and Grants Activity list, (4) Bequests to PSU Foundation Cumulative Record, and (5) PSU Foundation Board of Directors and By-Laws. Statistical data are presented in 25 tables. (GLR) degrees of autonomy and accountability, and policymakers' vision of the role of the university. In addition the paper explores the roles and mission that the university defines for itself, particularly the early emphasis on modernization of farming practices through an emphasis on applied innovation in biology and chemistry (and minimal attention given to the social sciences). One of the paper's central arguments is that this emphasis on the sciences and technology has kept the agricultural university from enhancing its role in society and has seriously weakened its ability to establish a strong political base from which to derive sustenance and support. A discussion of organizational structure suggests that the focus on the sciences in a department-based format has perhaps limited the university's ability to improve rural livelihood. A final discussion looks at the philosophy of education that informs the educational experience for faculty and students. (JB)

Research; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Likert Scales; Preservice Teacher Education; *Student Attitudes

In this study, the effects of an introductory computer class versus a content-specific course, computers across the curriculum class were examined for changes in computer anxiety and computer concerns. Computer anxiety was measured with a modified version of the Spielberger Self Evaluation Instrument. To track and compare changes in pre-service and inservice teachers' concerns about computers through the seven stages normally experienced when teachers are introduced to new technology, the Stages of Concern instrument, developed by Hall, Rutherford, and George (1988), was utilized. The population of the study consisted of 20 graduate students enrolled in an introductory computer course and 15 graduate students enrolled in a content-specific course using computers. It was found that both treatments were effective in reducing computer anxiety. Students in the introductory course had significant changes in the informational and management concerns. Although the content-specific groups did experience some changes, there were no significant changes in their educational computing concerns. Both groups gained competency in educational computing and knowledge and confidence in integrating computers with various curricula. (Contains 14 references.) (ALF)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bookmobiles; Branch Libraries; Children; Childrens Libraries; Disabilities; *Disadvantaged; Foreign Countries; Immigrants; *Library Services; Literacy; Older Adults; Prisoners; *Prison Libraries; *Public Libraries; Reading Programs; Special Libraries; Trend Analysis; User Needs (Information); Young Adults

IDENTIFIERS- Finland; India (Delhi); International Federation of Library Associations; Multicultural Materials; New York (Queens); Scandinavia; UNESCO Public Library Manifesto; United States

Nine papers delivered at the Division of Libraries Serving the General Public at the International Federation of Library Associations and Institutions 1992 annual meeting are presented. In addition to papers about libraries for disadvantaged persons, papers on services to children and young people and to the general public through mobile libraries, are presented. The following papers are included: (1) "UNESCO Public Library Manifesto" (B. Thomas); (2) "An Introduction to the International Guidelines for Library Services to Prisoners: Ze zitten hier niet voor hun zweetvoeten" (F. E. Kaiser); (3) "An Overview of Library Services in an Ageing Society: Emphasis on New Trends in Scandinavian Countries" (K.-J. Carlsen and K. Thulin); (4) "The Importance of Library and Reading in the Rehabilitation Process of the Disabled People" (F. Czajkowski); (5) "Multicultural Library Services for Immigrants in Queens County, New York" (A. A. Tandler); (6) "From Reading Promotion to Media Literacy--Public Library Services for Children and Young People" (I. Glashoff); (7) "Mobile Libraries in Finland--Culture Brought to Your Doorstep" (T. Haavisto); (8) "Mobile Libraries and the UNESCO Manifesto for Public Libraries" (T. H. Tate); and (9) "Mobile Library Service with a Special Reference to Delhi Public Library" (S. N. Khanna). (SLD)

ED 356 783 IR 054 474

IFLA General Conference, 1992. Division of Libraries Serving the General Public: Section on Library Services to Multicultural Populations; Section on School Libraries; Section on Public Libraries. Papers.

PUB DATE- Sep 92

NOTE- 134p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- American Indians; Case Studies; *Cultural Pluralism; Developing Nations; Developmental Programs; Foreign Countries; Illiteracy; Indigenous Populations; Information Technology; Library Cooperation; Library Instruction; Library Role; *Library Services; Library Surveys; Models; *Public Libraries; User Needs (Information); *Users (Information)

IDENTIFIERS- India; International Federation of Library Associations; Malaysia; *Multicultural Materials; Native Americans; Ontario; UNESCO; United States

Eleven papers delivered for the Division of Libraries Serving the General Public at the International Federation of Library Associations and Institutions 1992 annual meeting are presented. Most deal with library services to multicultural populations, including those of developing countries. The following papers are included: (1) "Library Provision to Indians Living in Malaysia" (K. S. Mun); (2) "Library Services to Indians in Canada" (U. Prasada-Kole); (3) "Library Services to the Indian Population in the United States" (R. N. Sharma); (4) "The Southern Ontario Multilingual Pool: A Model for Cooperative Library Service Development" (S. Skrzeszewski); (5) "Meeting Information Needs of Slow, Average and Gifted Learners" (M. Kapoor); (6) "The Application of Information Technology (IT) in Public Libraries in Developing Countries" (P. Borchardt); (7) "The Role of the Public Library in Combating Illiteracy" (B. Thomas); (8) "The First UNESCO Library Pilot Project" (S. N. Khanna); (9) "'Transformation': The ODA Trainer Development Project for Central and State Training Institute Librarians in India" (M. Freeman); (10) "User Education around the World: The UNESCO Survey of Library and Information User Education Programmes in Some Developing Countries" (O. Kokkonen); and (11) "Ask the Same Questions and Get a Different Answer--A Case Study in Library Opening Hours Surveys" (J. Frylinck). Most papers are followed by references. (SLD)

ED 356 784 IR 054 475

IFLA General Conference, 1992. Division of Libraries Serving the General Public: Section on Children's Libraries; Section on Libraries for the Blind; Section on Public Libraries. Papers.

PUB DATE- Sep 92

NOTE- 168p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.

LANGUAGE- English

ED 356 800 IR 054 549

Crosby, Barbara S.
The Public Library Services to Disadvantaged Populations Grant Project, 1988-1992. A Summative Evaluation.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Disadvantaged; Eligibility; English (Second Language); Evaluation Criteria; Federal Aid; *Grants; Librarians; Library Development; Library Expenditures; *Library Services; Program Evaluation; *Public Libraries; State Aid; State Programs; Summative Evaluation; Telephone Surveys; *Users (Information)
IDENTIFIERS- Library Services and Construction Act; Texas

This summative evaluation of the Public Library Services to Disadvantaged Populations Grant program describes how the grant program is meeting its stated objectives, how it is contributing to library development in Texas, and how Texas State Library activities and policy impact the program. The Texas State Library initiated this grant program with funding from the Library Services and Construction Act, Title I. Most of the evaluation information came from documents and records that the state already had from program fund recipients. Telephone surveys were conducted with those no longer receiving grant funds. The segment on needs and services and the segment on location and distribution discuss all 39 funded projects (including the 10 funded in 1992), but the other sections discuss only the 29 projects that no longer receive funding. In 1991, the number of applicants dropped, as did state promotion of the grant program. The two populations that 75 percent of the recipients chose to serve--adults with less than 12 years of school and people for whom English is a second language--are the largest target population groups in Texas. Criteria for the grant award and the survey interview form are included. Six tables provide study results. (SLD)

ED 356 801 IR 054 550

Texas Public Library Statistics for 1991.
PUB DATE- 92
NOTE- 467p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Graphs; Income; *Librarians; Library Circulation; Library Collections; Library Expenditures; Library Facilities; Library Services; *Library Statistics; *Public Libraries; State Libraries; State Programs; State Surveys; Tables (Data)
IDENTIFIERS- *Texas

Data in this report were derived from the 1991 annual reports submitted by public libraries in Texas and reflect each library's local fiscal year. The report begins with general information about the Texas State library system, including addresses of agencies and names of administrative personnel. A directory of public libraries and branches is included. Summary statistics for the state public libraries are listed in chart form, with 10 illustrative figures, 13 analytical tables, and 5

ED 356 817 JC 930 224

Blakesley, Lynn; Zahn, Steve
Reaching Students through Distance Education.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the North Central Association (98th, Chicago, IL, April 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Community Colleges; Correspondence Study; *Distance Education; *Educational Media; Educational Technology; *Educational Television; Extension Education; Home Study; Independent Study; *Instructional Innovation; Nontraditional Education; Programed Instruction; Telecommunications; Teleconferencing; *Telecourses; Two Year Colleges
IDENTIFIERS- Video Teleconferencing; Waubonsee Community College IL

In an effort to improve access to education and to better serve residents of its 600 square mile district, Waubonsee Community College (WCC), in Sugar Grove, Illinois, utilizes telecourses, audiocourses, and live classes via microwave transmission to deliver instruction. Video and audio courses utilize prerecorded instructional materials, textbooks, and study guides, and allow students to proceed at their own pace. The prerecorded materials may be checked out from the Waubonsee Learning Resources Center, local public libraries, and some video stores. WCC also operates a four-channel Instructional Television Fixed Service to present teleconferences and transmit prerecorded telecourses to local cable companies for distribution, and has recently installed a low-power UHF station. Perhaps the most unique application of telecommunications technology in use at WCC is the live instruction delivered over its microwave system, Telecommunications Instructional Consortium (TIC), a specially licensed communications medium that allows for closed circuit transmission of audio and video signals between six campuses and two-way communication between instructors and students. The system was designed to promote user friendliness for professors and to ensure reliable operation by keeping the teaching environment as invisible as possible. Each semester, WCC averages 30 credit-college courses via TIC covering such topics as speech, child development, psychology, accounting, criminal justice, history, health, Spanish, and English as a Second Language. Over 6,000 students have participated in the system, and a 1991 study showed that students taking courses via the TIC performed as well as students in the traditional section of the same course. (MAB)

ED 356 818 JC 930 225

Armstrong, William B.
Analyzing the Relation between Curricular Composition and Transfer Rates in the Community Colleges.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 356 834 JC 930 242

Seven Years of Gender Equity: Building California's Workforce.
PUB DATE- 93
NOTE- 16p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (Title II, Part B) PL 101-392.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Community Colleges; *Displaced Homemakers; Economic Development; *Females; Immigrants; Job Skills; Nontraditional Occupations; *One Parent Family; Postsecondary Education; *Pregnant Students; Program Descriptions; Sex Discrimination; *Sex Fairness; Sex Role; Special Needs Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

Since 1984, the Gender Equity and Civil Rights specialist of the Chancellor's Office of the California Community Colleges (CCC) has led the colleges in the strategic development of statewide and college-based Gender Equity, Single Parent, Displaced Homemaker, and Single Pregnant Woman programs designed to improve access and eliminate barriers to vocational education. In 1987, the CCC launched a 4-year technical assistance program of on-site workshops to help colleges develop strategic plans for gender equity, resulting in the implementation of programs to combat sex bias at nearly half of the state's 107 colleges. Similarly, under a program known as "New Horizons," 66 of the CCC's 107 colleges are implementing federally funded programs to service single parents and displaced homemakers. Project STEP-UP, currently in operation at three CCC campuses, is a comprehensive program to promote the recruitment and retention of women in the technical/trade programs while the LINKS project, currently implemented by five CCC campuses, focuses on the recruitment and retention of women in math and science fields, through cooperative arrangements with California's secondary and four-year institutions. The Skills Training for New Californians program provides support services principally to Latino single parents/homemakers and single pregnant women, and currently serves about 40 individuals each year. Finally, in the Displaced Homemakers Outreach with Community-Based Organizations program, local community-based organizations serve as one-stop resource centers for the colleges. All CCC's funded to conduct gender equity programs must participate in the state's Program Accountability Model evaluation program, which collects demographic data on, and tracks services delivered to program participants. Data tables are included. (PAA)

ED 356 835 JC 930 243

Ward, Christopher R.
Factors in Successful Community College Older Worker Child Care Training Programs.
PUB DATE- 27 Mar 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Society on Aging (Chicago, IL, March 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Programs; *Adult Vocational Education; *Child

ED 356 851 PS 020 650

White, Helga I.; Olson, Philip
Reducing Barriers to Participation in Family Caregiver Training: Respite Options for Caregiver Training.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Day Care; *Demonstration Programs; *Educational Gerontology; Educational Principles; *Family Caregivers; *Nonschool Educational Programs; Older Adults; Program Descriptions; Rural Education; *Rural Population; Social Services
IDENTIFIERS- Barriers to Participation; *Caregiver Training; *Elder Care

This manual for professionals who offer, or are interested in offering, educational programs for family caregivers identifies obstacles to offering such programs and describes effective practices for dealing with these obstacles. The document's emphasis is on the process of providing educational programming, and not the content of the programming. The first of the manual's four chapters includes information about the scope of the caregiving experience and caregivers' needs for education and training. The second chapter highlights three models of effective practices for educational programs that increase attendance and provide respite for family caregivers of elderly family members while the caregivers are receiving the educational programming. The third chapter extracts some general principles from these and other successful models. Finally, the fourth chapter, which is designed specifically for rural practitioners, offers four case studies that demonstrate how the general principles from the models can be implemented in rural settings. Three appendices offer a bibliography of caregiving literature, a list of educational programs for caregivers, and a list of self-help resources to which families can be directed. (HOD)

ED 356 852 PS 020 820

Sachar, Sally F.; And Others
From Homes to Classrooms to Workrooms: State Initiatives to Meet the Needs of the Changing American Family.
PUB DATE- 92
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; Employment Practices; *Family Programs; Government Employees; Labor Education; Literacy Education; *Parent Education; Personnel Policy; Program Descriptions; *Public Policy; Public Relations; *State Programs; Welfare Services
IDENTIFIERS- *Family Preservation Services; State Role; *Workplace Literacy

As chair of the National Governors' Association Committee on Human Resources, Governor John R. McKernan, Jr., launched the

ED 356 870 PS 021 256

Sandberg, Margaret; Schirner, Pamela
Deceased Child Review Process: A Four-Year Perspective.
PUB DATE- Sep 92
NOTE- 20p.; Paper presented at the Annual Conference of the National Black Child Development Institute (22nd, Washington, DC, September 17-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Child Welfare; Community Services; *Data Collection; *Death; *Infant Mortality; Prenatal Care; Prenatal Influences; Program Improvement; Research Utilization; *Social Services; Welfare Services
IDENTIFIERS- *Ohio (Franklin County)

In 1988, Franklin County Children Services in Columbus, Ohio, initiated the development of a community-based, multidisciplinary process to review all deaths of children on its open caseload, and deaths in cases in which the agency had contact with the child or the child's family in the 12 months preceding the child's death. The review process enables the community to identify problems in the service delivery system that are related to child deaths, and to eliminate preventable deaths by enhancing the quality of services and programs. The process also identifies and tracks causal trends in deaths of children. During 1989, 1990, and 1991, the largest proportion of children died as a result of perinatal conditions or congenital defects. The 1990 infant mortality rate for Franklin County was 10.8 deaths per 1,000 live births, with the rate significantly higher for black infants. The percentage of women receiving delayed prenatal care increased between 1988 and 1989, with black women more than twice as likely than white women to receive late prenatal care. Many areas targeted for action in 1992 involved increasing the availability of prenatal care and promoting public awareness of its importance. Key program changes and accomplishments have included revised investigatory policies; in-service training for all staff related to child death risk factors; an increase in staffing and services of various units; and a variety of collaborative activities and revised protocols and practices. An infant service delivery protocol is appended. (AC)

ED 356 871 PS 021 268

Bezruczko, Nikolaus; Zell, Adrienne
Relational Data Base System Integrates Early Childhood Assessment Data across Prekindergarten, Kindergarten, and Grade 1. Draft.
PUB DATE- Mar 93
NOTE- 36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; *Databases; Data Collection; Early Childhood Education; Early Intervention; *Evaluation Methods; Grade 1; Kindergarten; *Kindergarten Children; *Preschool Children; Primary Education; *Student Evaluation
IDENTIFIERS- Illinois

ED 356 889 PS 021 351

Sullivan, Margaret W.; Lewis, Michael
Determinants of Anger in Young Infants: The Effect of Loss of Control.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Anger; Child Development; Emotional Experience; *Emotional Response; *Infant Behavior; *Infants; *Locus of Control
IDENTIFIERS- Control Perception; *Frustration; *Infant Stimulation

This study examined the effect of different types of loss of control on the quality and quantity of the frustration response in 4- to 6-month-old infants. To establish an expectancy, all infants received 4 minutes of contingency training in which infants were presented with slides and music after they performed a pulling response with their right arm. The frustration period, which followed initial contingency training, lasted 2 minutes. Three frustration conditions were investigated. These were: (1) loss of outcome, in which arm responses no longer produced outcomes and outcomes never occurred; (2) reduced control, in which outcomes consistently occurred with every third arm response; and (3) loss of control, in which arm responses no longer produced outcomes and outcomes occurred independently of arm responses. The frustration period was then followed by a reinstatement of the initial contingency. Changes in arm responses and incidence of expressions of anger were the measures of frustration. Results indicated that infants in the loss of control condition exhibited more angry expressions than infants in the other conditions; and, unlike infants in the other two conditions, exhibited a decrease in arm responses. Results suggested that loss of control was a critical determinant of anger in young infants. (MM)

ED 356 890 PS 021 353

Cook, William L.; And Others
The Use of Sequential Analysis To Identify Functionally Equivalent Behaviors in Mother-Child Interactions.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; Exploratory Behavior; *Mothers; *Parent Child Relationship; *Parent Influence; Preschool Education; Problem Solving; *Toddlers
IDENTIFIERS- Cause Effect Relationship; Maternal Directiveness; *Scaffolding; Sequential Analysis

To identify maternal scaffolding behaviors, this study used conventional sequential analysis to examine mother-child dyads interacting in problem-solving and exploration contexts.

ED 356 908   RC 018 825

Phillips, Diane Held; Krasny, Marianne E.
Field Guides Made Easy. 4-H Leader's Guide L-5-21.
SPONS. AGENCY- New York State 4-H Foundation, Inc.
PUB DATE- Jun 91
NOTE- 22p.; For related documents, see RC 018 824-829.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; Environmental Education; Instructional Materials; *Ornithology; *Outdoor Activities; Outdoor Education; Science Education; Teaching Guides; *Trees; Wildlife
IDENTIFIERS- 4 H Programs; *Field Guides

This illustrated leader's guide describes activities for teaching children to use field guides to identify trees and birds. Background information for leaders explains the two types of field guides, those that use a series of steps in what is called a key to identify things in nature, such as trees, and those that use groupings based on similarities in the way living things look, act, and where they live, such as birds. Children need copies of field guides for trees and birds to complete some of the activities in the handbook. The six activities in the guide begin with exercises in sorting and making a simple key and gradually progress to activities in which children use actual field guides. Each activity lists: (1) objective; (2) materials needed; (3) instructions for completing the activity; and (4) a discussion of the activity. The guide also contains additional activities, a reproducible field guides project record, references for further information, and activity sources. Numerous black and white drawings accompany the text. (KS)

ED 356 909   RC 018 826

Krasny, Marianne E.
Trees: Dead or Alive. 4-H Leader's Guide 147-L-22.
SPONS. AGENCY- New York State 4-H Foundation, Inc.
PUB DATE- Dec 91
NOTE- 47p.; For related documents, see RC 018 824-829.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Secondary Education; Environmental Education; *Field Trips; Instructional Materials; Intermediate Grades; *Outdoor Activities; Outdoor Education; Science Education; *Trees; Wildlife
IDENTIFIERS- 4 H Programs

This illustrated leader's guide to exploring trees and forests provides activities which emphasize careful observation of trees and the living things associated with them for youths age 9 and older. Introductory information for leaders explains the uses for trees and the role of trees in the ecosystem. It also gives suggestions for leaders to encourage learning and ensure safety. Following a section called "Fascinating Facts about Trees and Forests" are questions to stimulate thought in groups of young people. The seven activities in the guide are divided into three sections. In Section 1, the group discovers how trees grow. Section 2 introduces the group to the community of plants and animals that live in and on trees. The activity in

ED 356 927 RC 019 102

Raffan, James
Frontier, Homeland and Sacred Space: A Collaborative Investigation into Cross-Cultural Perceptions of Place in the Thelon Game Sanctuary, Northwest Territories.
PUB DATE- 9 Mar 92
NOTE- 439p.; Ph.D. Dissertation, Queen's University, Canada.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- American Indians; *Canada Natives; Cross Cultural Studies; *Cultural Differences; Eskimos; *Experiential Learning; Foreign Countries; *Interdisciplinary Approach; *Land Use; Sociocultural Patterns; Whites
IDENTIFIERS- Dene (Nation); Environmental Attitudes; *Knowledge Acquisition; Northwest Territories; *Sense of Place; World Views

This dissertation explores how landscape acts as teacher in shaping perceptions of place. At the core of the study is the Thelon Game Sanctuary, located in the central Northwest Territories of Canada. This contentious piece of land has been used historically and is claimed currently by both Dene and Inuit groups. The land also has an intriguing European exploration history, and is valued by various Euro-Canadians for its wilderness characteristics or for its potential for uranium mining. The Chipewyan Dene of Lutsel K'e (Snowdrift) and the Caribou Inuit of Qamanittuaq (Baker Lake) were major primary sources and active collaborators in this study, using project materials for local history and school activities. Using the literature of place for theoretical perspective and the principles of "new ethnography" for method, this investigation employs for analysis historical, scientific, and ethnographic texts, as well as songs, stories, reports, interviews, photographs, literature, poetry, and films. Analysis suggests that four major components contribute to a sense of place (that is, defining oneself in terms of a given piece of land). These land-bonds are toponymic (related to naming places), narrative (involving personal or group stories or legends), experiential (associated particularly with dependence and survival), and numinous (spiritual). The land as teacher in shaping sense of place is explored in the context of indigenous knowledge and models of experiential education. (Contains over 350 references.) (Author/SV)

ED 356 928 RC 019 105

National Coordination Forum. A Collaborative Effort between Migrant Education and Migrant Head Start. Proceedings Report (Washington, D.C., February 6-7, 1993).
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Feb 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Coordination; *Educational Cooperation; *Federal Programs; *Migrant Education; Migrant Programs; Preschool Children; *Preschool Education; Program Administration; State Government
IDENTIFIERS- *Migrant Head Start Programs

The National Coordination Forum was held to coordinate efforts of Migrant Education Preschool (MEP) and Migrant Head Start (MHS)

ED 356 945 SE 053 043

Yager, Robert E.; Tamir, Pinchas
The STS Approach: Reasons, Intentions, Accomplishments and Outcomes. Draft.
PUB DATE- 9 Apr 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Development; Cognitive Processes; Cognitive Style; Creativity; Educational Change; Elementary Secondary Education; Higher Education; *Instructional Innovation; Preservice Teacher Education; Problem Solving; *Science and Society; Science Education; *Science Instruction; *Student Attitudes; Student Teachers; *Teaching Methods
IDENTIFIERS- Science Education Research; *Scientific Thinking

Science/Technology/Society STS) has been defined as teaching and learning in the context of human experiences. The STS movement has grown out of dissatisfaction with the curriculum reform of the 1960s and utilizes a problem solving approach that appeals to students' interests. This paper describes the STS approach and reports research results comparing STS and non-STS approaches to science instruction. The paper has six distinct purposes as follows: (1) to identify urgent problems related to school science teaching; (2) to describe how the STS approach can help solve these problems; (3) to describe the Iowa STS model and goals; (4) to give concrete examples of the use of STS in the classroom; (5) to report the results of four studies evaluating learning outcomes in STS courses; and (6) to identify some problems concerning the future use of STS. To meet these purposes, nine urgent problems related to the teaching and learning of science are identified and a discussion of how the STS approach would solve those problems is provided. Following this, a unique inservice teacher model to disseminate the STS approach called the Iowa Chatauqua Model is described. Five of the six major goals of this model are described in depth. Characterized as "domains," they are: (1) concept; (2) process; (3) applications; (4) creativity; and (5) attitude. The four studies assessing the impact of the STS approach on each of these domains are discussed next. The studies examined K-12 teachers (n=176) who had completed all aspects of the Iowa Chautauqua Program for 1988-89, and compared results of STS and non-STS students in grades 4-9 and student teachers in Taiwan. Results from the four studies indicated that no statistically significant differences were found in achievement in the concept domain. In the four other domains, strong differences were found in creativity and process domains for grades 4 and 5, in the application domain for grades 8 and 9, and for low ability students in the attitude domain. STS had a strong positive effect on the attitudes of females toward science. Finally, implications of these results in the areas of curriculum reform, assessment, STS, and the professional development of teachers are discussed and it is concluded that the four studies provide "hard" empirical evidence in favor of the STS approach for schoolchildren as well as for teachers. As regards purpose number 6, "problems," these are outlined very briefly in terms of activities considered to be important for future research. (Contains 33 references.) (MDH)

ED 356 963 SE 053 434

Khan, Shirley Ali; Parkin, Christopher
Colleges Going Green: A Guide to Environmental Action in Further Education Colleges.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Role; *Colleges; Curriculum; Educational Environment; *Environmental Education; Financial Support; Foreign Countries; Institutional Administration; *Institutional Environment; Institutions; Marketing; Paper (Material); *Policy; Policy Formation; Postsecondary Education; Purchasing; Recycling; Transportation; Waste Disposal
IDENTIFIERS- Environmental Action; Environmental Issues; Environmental Literacy; Further Education Unit (England); *Institutional Practices; Partnerships; *Sustainability

This publication outlines the need for further education colleges (FEC) to respond to environmental concerns in terms of their moral obligations and in the light of current pressures from educational policy makers, business and industry, and students. It contains over 100 recommendations for action and suggestions for the management of a whole-institution response. Focusing on institutional development, it provides a context for the further curricular work of the Further Education Unit (FEU), concerned with enabling the development and achievement of environmental learning outcomes. The material is divided into four sections after an introduction that broaches the incentive for FECs to address the environment as an issue and challenge. Section 1 discusses trends towards "greening" the further education (FE) curriculum. Section 2 provides discussion and checklists for environmental action and good practice. Section 3 introduces how to manage the environmental response via environmental audit review, environmental management system, environmental management and quality management, and the advantages of sound environmental performance. Section 4 conveys some conclusions. Appendices contain documentation of FEU's Project RP645 Environmental Education throughout FE; a FEU/Council for Environmental Education circular letter to principals/directors of colleges; a list of colleges that have developed or are developing environmental policy statements; a list of colleges with green working groups; and sample college environmental policy statements. (MCO)

ED 356 964 SE 053 452

Dransfield, Robert; Young, Robert
What a Waste!
PUB DATE- 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Definitions; Economics

ED 356 984 SO 022 775

Roots of Japanese Behavior. Proceedings of the Symposium (Honolulu, Hawaii, October 13-14, 1989).
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian History; Cultural Background; *Cultural Context; *Cultural Differences; Cultural Images; *Cultural Influences; Foreign Countries; Foreign Culture
IDENTIFIERS- *Japan; *Japanese Culture

Technologically the contemporary Japanese are among the most advanced people in the world. Initially, it was from the West that they acquired modern technology and science, but technology and science have not bridged the cultural gap that exists between Japanese and Americans. Both belong to democratic, capitalistic societies and they share many cultural values, but there are differences in their patterns of behavior which often are the source of misunderstanding and frustration. This document contains papers and responses from a symposium that examined the roots of Japanese behavior from various perspectives. The presentations and responses include: "Japanese Social Structures: Achievement and Modernization" (H. Kato, response T. S. Lebra); "Japan's Response to the Modern World" (M. Jansen, response R. Sakai); "Philosophical/Religious Aspects of Japanese Behavior" (T. Kasulis, response G. Tanabe); "How They Learn: Cultural Values and Education in Japan" (M. White, response v. Kobayashi); "Japanese Internationalization in Historical Perspective" (K. Kabayama; response E. Seidensticker). (DB)

ED 356 985 SO 022 789

Cangemi, JoAnn; Aucoin, Linda
Attitudes of Teachers toward the Teaching of Selected Values.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Educational Research; *Elementary School Teachers; Grade 4; Grade 5; Grade 6; Intermediate Grades; Social Studies; Surveys; *Teacher Attitudes; *Values; Values Education

This study was based on the premise that teachers bring their values to the classroom and students internalize or reject those values as they are modeled. Therefore, it is necessary for teachers to give serious thought to how they view the values they teach. The study examined the attitudes of fourth, fifth, and sixth grade social studies teachers in the public schools of an eight-parish area of Southeast Louisiana about the teaching of certain selected values. An attitudinal survey that contained 17 statements concerning value positions appropriate for use in elementary social studies classrooms was mailed to teachers. Of the 17 statements on the survey, 3 were perceived most positively by the teachers. These statements were: "The social studies classroom should provide for the recognition of the importance of cooperation and concern for others"; "Respect for the rights and property of others should be emphasized as social skills"; and "The need to eliminate

ED 357 006 SP 034 411

Oxman-Michelli, Wendy
Critical Thinking as "Critical Spirit." Resource Publication Series 4 No. 7
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Behavior; *Critical Thinking; *Educational Environment; Educational Objectives; Elementary Secondary Education; Higher Education; *Teacher Role; Teacher Student Relationship; Teaching Methods; Thinking Skills

Critical thinking involves both intellectual skills and the critical spirit and the critical spirit in turn encompasses certain dispositions of mind--that is, certain attitudes or tendencies--that motivate, or "animate" a person to think. Becoming a critical thinker involves acquiring both the critical thinking skills and the readiness, willingness and inclination to apply those skills. This approach to critical thinking emphasizes creating an atmosphere or educational environment in which the disposition for critical thinking can be nurtured. Elements of the critical spirit include: (1) independence of mind; (2) openmindedness; (3) wholeheartedness; (4) intellectual responsibility; and (5) respect for others. Because this approach to critical thinking relies heavily on the social environment of the classroom, it raises for teachers a number of social, personal, and ethical issues. Critical thinking tasks provide students with opportunities to develop critical thinking skills, learn subject matter, and develop the critical spirit simultaneously. Teaching for critical thinking, both skills and dispositions, can build upon and reinforce intrinsic motives for learning. Critical thinking dispositions are closely related to a student's conception of the educational process, i.e., his or her educational schema. This schema includes conceptions of the nature of academic tasks, the role of the self as learner, and the nature of knowledge. Teachers can nurture development of educational schemata that support critical thinking by rewarding students when they demonstrate relevant traits and behavior. Successful teaching of the critical spirit involves modeling the critical spirit by the teacher. (IAH)

ED 357 007 SP 034 416

Teaching Tips from Commonwealth Institute for Teachers and Teachers of the Year.
PUB DATE- Apr 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; *Language Arts; Literacy Education; Mathematics Instruction; Physical Education; Science Instruction; Secondary School Teachers; *Self Esteem; Social Studies; *Teaching Methods
IDENTIFIERS- Kentucky

This compilation of teaching ideas was produced from suggestions offered by participants in Kentucky's 1990-91 Commonwealth

ED 357 025 SP 034 501

Cutrer, Susan S.; Daniel, Larry G.
Teachers' Perceptions of Employment-Related Problems: A Survey of Teachers in Two States.
PUB DATE- Nov 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Relationship; *Job Satisfaction; Parent Teacher Cooperation; *Problem Solving; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Employment; *Teacher Employment Benefits; Teacher Morale; *Teacher Salaries; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- Louisiana; Mississippi

This study was conducted to determine the degree to which a randomly selected sample of teachers in Mississippi and Louisiana (N=291) experience various types of work-related problems. It provides an opportunity to either confirm or deny the findings of previous studies, many of them limited by various methodological problems. Data were collected utilizing the Problems of Teaching Survey, which measures teacher problems across 8 general areas (lack of respect, emotional aspects, working conditions, salary/benefits issues, student related concerns, parent and community related concerns, and administration related concerns). Although teachers in both states reported a relatively high degree of problem incidence in several of the eight areas, salary/benefits was by far the most noted problem area, followed closely by parent-related problems and lack of respect. Interpersonal problems were the least noteworthy of problems faced by these teachers. Results are graphically displayed in nine tables. The paper concludes with a discussion of implications and recommendations for professional practice and future research needs. An appendix includes items in the Problems of Teaching Survey. (Contains 25 references.) (LL)

ED 357 026 SP 034 504

Promoting Achievement in School through Sports: Second-Year Impact Study.
PUB DATE- Jan 93
NOTE- 7p.; For the first year study, see ED 351 330.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aptitude; *Achievement Gains; *Athletics; Curriculum Evaluation; *Grade Point Average; High Schools; *High School Students; Intellectual Disciplines; Physical Education; Student Characteristics; *Student Participation; *Underachievement
IDENTIFIERS- *Promoting Achievement in School through Sports

Promoting Achievement in School through Sports (PASS) is an academic high school curriculum developed by the American Sports Institute for students who love sports but are not performing up to their academic potential. The program seeks to demonstrate that PASS is an effective intervention for promoting academic achievement and school success. During the

ED 357 045 TM 019 761

Skowron, Elizabeth A.; Friedlander, Myrna L.
The Differentiation of Self Inventory: Development and Initial Validation.
PUB DATE- Aug 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Anxiety; Clinical Diagnosis; Factor Analysis; Family Characteristics; *Family Environment; Family Relationship; Interpersonal Relationship; *Personality Measures; Personality Traits; *Self Concept; *Test Construction; Test Validity
IDENTIFIERS- *Bowen Theory; *Differentiation of Self Inventory; Self Report Measures

The development and initial validation of a new self-report instrument, the Differentiation of Self Inventory (DSI), are presented. The DSI represents the first attempt to create a multidimensional measure of differentiation based on Bowen Theory, focusing specifically on adults (aged over 25 years), their current significant relationships, and their relations with families of origin. Among family therapists, Bowen Theory is regarded as the most comprehensive explanation of the development of psychological problems from a systemic perspective. A principal components factor analysis on a sample of 311 normal adults (98 males and 213 females) (mean age of 36.8 years) in New York and California suggested the following 4 dimensions: (1) emotional reactivity; (2) reactive distancing; (3) fusion with parents; and (4) "I" position. Scales constructed from these factors were found to be moderately correlated in the expected direction, internally consistent, and significantly predictive of trait anxiety. The potential contribution of the DSI is discussed for testing Bowen Theory, as a clinical assessment tool, and as an indicator of psychotherapeutic outcome. Three tables present study findings. (Author/SLD)

ED 357 046 TM 019 762

Cernovsky, Zack Z.
Statistical Misconceptions and Rushton's Writings on Race.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, April 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Correlation; Crime; Effect Size; Genetics; *Intelligence; Literature Reviews; Mental Health; *Misconceptions; *Racial Differences; Research Methodology; *Research Problems; *Statistical Significance; Whites
IDENTIFIERS- *Brain Size; Pearson Product Moment Correlation

The term "statistical significance" is often misunderstood or abused to imply a large effect size. A recent example is in the work of J. P. Rushton (1988, 1990) on differences between Negroids and Caucasoids. Rushton used brain size and cranial size as indicators of intelligence, using Pearson "r"s ranging

ED 357 065 TM 019 796

Orey, Michael
Three Years of Intelligent Tutoring Evaluation: A Summary of Findings.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; *Computer Assisted Instruction; Computer Software Development; Computer Software Evaluation; Evaluation Research; Feedback; *Instructional Effectiveness; *Learning Processes; Problem Solving; Teacher Role; *Technological Advancement; *Tutoring
IDENTIFIERS- *Intelligent Tutoring Systems; MALM Tutoring System; MSRT Tutor; POSIT Tutoring System

Over the past 3 years, a variety of studies in intelligent tutoring system (ITS) effectiveness have been conducted. A summary is provided of the research into the use of POSIT, MALM, and the Mobile Subscriber Remote-Telephone Terminal (MSRT) Tutor. POSIT is an ITS for the tutoring of whole-number subtraction. It assumes that the learning of a cognitive skill builds from declarative knowledge. MALM, which makes use of some of the latest computer-based instructional technologies, was designed so that problem solving in an Army communications network can be explored in a computer environment. The MSRT Tutor teaches operating procedures for one of the Army's mobile telephones. Studies conducted with each of these ITS systems suggest that an ITS has the potential for being effective for instruction, especially with procedural knowledge. An ITS may be used as a change device to change the role of the classroom teacher from one that is largely disciplinary to one that is more facilitative. Help and error feedback seem to be the most useful features of an ITS. The use of off-the-shelf development packages is a great boost to the use of ITSs, since hours of design and development can be cut short. (SLD)

ED 357 066 TM 019 845

Hecht, Jeffrey B.; And Others
Issues in Surveying High School Students and Their Parents.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.; Illinois State Univ., Normal. Coll. of Education.; International Business Machines Corp., New York, N.Y.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Computer Uses in Education; High Schools; *High School Students; Longitudinal Studies; *Parents; Program Evaluation; Public Schools; Research Methodology; *Response Rates (Questionnaires); Sample Size; Secondary School Teachers; *Surveys; Testing Problems; Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Coercive Behavior; Home

ED 357 084 TM 019 863

Schunk, Dale H.; Rice, Jo Mary
Influence of Strategy Fading and Progress Feedback on Children's Reading Comprehension and Self-Efficacy.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Elementary School Students; *Feedback; Grade 5; Intermediate Grades; Learning Strategies; Reading Achievement; *Reading Comprehension; Reading Difficulties; Reading Instruction; *Remedial Reading; *Self Efficacy; Teaching Methods; Verbal Ability
IDENTIFIERS- *Progress Reporting; *Strategy Fading

The effects of strategy fading and progress feedback on children's achievement outcomes were investigated. Forty-four fifth graders with reading-skills deficiencies from 2 elementary schools received instruction on locating main ideas. Children were taught and verbalized a strategy, and some faded the verbalizations to inner speech. Half of the children in the fading and no fading conditions periodically received progress feedback linking strategy use with improved performance. The no fading/no feedback condition scored significantly lower than did the other three conditions on posttest self-efficacy, comprehension skills, and self-reported strategy use. Fading plus feedback led to higher reported strategy use compared with the fading-only and feedback-only conditions and to higher comprehension skills compared with the feedback-only conditions. These results support the idea that students receiving remedial reading services benefit from procedures requiring extensive cognitive activity and informing them about strategy usefulness. A table of means and standard deviations from the study and a 60-item list of references are included. (Author/SLD)

ED 357 085 TM 019 864

Cohen, Allan S.; Kim, Seock-Ho
A Comparison of Equating Methods under the Graded Response Model.
PUB DATE- Apr 93
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Comparative Analysis; Computer Simulation; *Equated Scores; *Equations (Mathematics); *Item Response Theory; *Mathematical Models; Research Methodology; Sample Size; *Test Items; Test Length
IDENTIFIERS- Calibration; *Graded Response Model; Mean (Statistics); Sigma Methods; Test Characteristic Curve; Test Equivalence

Equating tests from different calibrations under item response theory (IRT) requires calculation of the slope and intercept of the appropriate linear transformation. Two methods have been proposed recently for equating graded response items under IRT,

ED 357 103 UD 029 162

Five Million Children: 1992 Update.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 92
NOTE- 7p.; For a related document, see "Five Million Children: A Statistical Profile of Our Poorest Young Citizens" (ED 330 741).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; *Disadvantaged Youth; *Economically Disadvantaged; Educationally Disadvantaged; Etiology; Family Income; Financial Problems; Graphs; Minority Groups; *National Surveys; Population Trends; *Poverty; Sociocultural Patterns; Statistical Data; Tables (Data); *Young Children
IDENTIFIERS- Current Population Survey; Educational Information

This publication is the second in a series of annual updates of U.S. statistical data about young children (under 6 years old) and their families living in poverty. It builds on "Five Million Children: A Statistical Profile of Our Poorest Young Citizens," and incorporates new statistical data from the 1991 March Supplement to the Census Bureau's Current Population Survey (CPS) into the framework established in the "1991 Update." Data estimate family poverty status for 1990 as measured by the federal poverty line, which is adjusted for annual cost-of-living increases and scaled to family size, but not for geographic location. Focus is on who poor children are and where they live. In 1990, the poverty line was $10,419 for a family of 3, and $13,359 for a family of 4. Over the past decade, poverty rates increased significantly for young children; in 1990, about 1 out of every 4 young children lived in poverty. After dramatic growth in the early 1980s, the number of poor young children has remained at about 5 million or above each year. About one-third of all young children in 1990 were minorities; however, 58 percent of poor children were minorities. Poverty rates for young children are highest in urban areas. Parental employment status and earnings, family structure, and parental education are interrelated factors that help explain why more than 5 million young children are poor. Three tables and 13 figures are included. (RLC)

ED 357 104 UD 029 163

Strother, Deborah Burnett, Ed.
Learning To Fail: Case Studies of Students At Risk.
PUB DATE- 91
NOTE- 144p.; For related documents, see UD 029 164-165.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Academic Failure; *Case Studies; *Disadvantaged Youth; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Family Problems; Financial Problems; *High Risk Students; Minority Group Children; School Role; Secondary School Students; Sociocultural Patterns; Urban Schools; Urban Youth
IDENTIFIERS- *Study of Students at Risk (Phi Delta Kappa)

This study of students at risk was conducted to determine who is at risk, what puts students at risk, what schools are doing to help those students, and how effective these efforts are. Data were collected on about 49,000 students and almost 10,000

ED 357 123 UD 029 203

Augustin, Marc
Bilingual Education Through the Arts (Project BETA). Community School District 7. 1991-92 Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 16p.; For the 1990-91 report, see ED 347 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Appreciation; *Art Education; *Bilingual Education Programs; Curriculum Development; Elementary Education; Elementary School Students; *English (Second Language); *Limited English Speaking; Music; Native Language Instruction; Reading Instruction; Spanish Speaking; Staff Development; Urban Schools; *Visual Arts; Workshops
IDENTIFIERS- Language Minorities; New York City Board of Education; *Project BETA NY; *Transitional Bilingual Education Programs

Project Bilingual Education Through the Arts (BETA) admitted students who scored at or below the 40th percentile on the Language Assessment Battery and were thus certified as limited English proficient (LEP) students as well as a limited number of English proficient (EP) students. In 1991-92, the fifth year of a 5-year cycle, the program enrolled 142 male and 201 female students in kindergarten through grade six in New York City. Project BETA supplemented the existing bilingual education program at two schools by offering Spanish-speaking LEP and EP students a program of instruction in music or visual arts. Workshops and field trips were offered. The Learning To Read through the Arts program was a framework for students' linguistic development. Project BETA was fully implemented and met its objectives for English as a Second Language, arts appreciation, staff development, curriculum development, and parent participation. It did not meet its objectives for native language arts, and recommendations center on improving native language arts for participants. Appendix A contains information on data collection and analysis, and Appendix B describes instructional materials. (SLD)

ED 357 124 UD 029 204

Clark, Andrew
Alternative Learning Methodologies through Academics (Project ALMA). 1991-92 Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 19p.; For the 1990-91 report, see ED 347 234.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Computer Literacy; *English (Second Language); High Schools; *High School Students; Hispanic Americans; Limited English Speaking; Mathematics Skills; Native Language Instruction; *Nontraditional Education; *Parent Participation; Science Education; Social Studies; Spanish Speaking; Urban Schools
IDENTIFIERS- Hispanic American Students; Language Minorities; Latinos; New York City Board of Education; *Project ALMA NY; Subject Content Knowledge; *Transitional Bilingual Education Programs

Under Title VII of the Elementary and Secondary Education Act, Project Alternative Learning Methodologies through Academics

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Childrens Libraries; Childrens Literature; Developing Nations; Disabilities; Foreign Countries; *Illiteracy; Interlibrary Loans; Library Cooperation; *Library Services; *Literacy; *Public Libraries; Reading Programs; Student Needs; *User Needs (Information); Visual Impairments
IDENTIFIERS- Asia; India; International Federation of Library Associations; Personal Libraries; United States

Twelve papers delivered at a joint meeting at the International Federation of Library Associations and Institutions annual meeting of the Children's Libraries, Public Libraries, and Libraries for the Blind sections of the Division of Libraries Serving the General Public are presented. Most of the papers deal with library services to children, but several are devoted to literacy issues and services to the blind. The following papers are included: (1) "Promotion of Reading Habits through Home Libraries" (S. Panandiker); (2) "Katha and Its Literacy Projects" (G. Dharmarajan); (3) "Children's Books and Children's Libraries in India" (M. Rao); (4) "Illiteracy and Blindness" (A. Leach); (5) "Guidelines for Public Libraries Working with Illiteracy" (B. Thomas); (6) "A Review of the Draft Document 'International Guidelines for Public Libraries Involved in Literacy Work: A Developing Country View'" (H. K. Raskroka); (7) "A Country Overview of Inter-Library Loan Services of Special Format Material for the Visually Handicapped in India" (V. S. Rawat); (8) "Literacy and Development in the Third World: Could Librarianship Make a Difference?" (R. Gassol de Horowitz); (9) "International Cooperation on Library Services to the Visually Handicapped: Outcome of the Asian Seminar" (H. Kawamura); (10) "Thai-Laos Project on Books for Young People" (S. Singlamanan); (11) "Promotion of Literacy of Handicapped Children in India through Library Services" (C. D. Tamboli); and (12) "Meeting the Needs of Students at an International School" (B. Sen). Several papers are followed by references. (SLD)

ED 356 785 IR 054 476

IFLA General Conference, 1992. Division of Education and Research: Editors of Library Journals (RT); Section on Research in Reading; Section on Women's Interest in Librarianship; Section on Education and Training; Continuing Professional Education (RT); Section on Library Theory and Research. Papers.
PUB DATE- Sep 92
NOTE- 220p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Children; Continuing Education; Developing Nations; *Educational Research; *Females; Foreign Countries; Higher Education; Information Science; *Librarians; Library Instruction; *Library Science; *Professional Education; Qualitative Research; Reading Interests; Research Libraries; *Scholarly Journals; Social Problems; Womens Studies
IDENTIFIERS- Africa; China; Grounded Theory; India; International Federation of Library Associations; Israel; Kazakhstan; Lithuanians; Mexico; South Pacific; United Kingdom; United

figural maps of state libraries. Part IV of this report lists the public libraries by system in a 20-page chart. In Part V, libraries are listed individually in a 194-page table. A listing by county (23 pages, Part VI) completes the breakdown. Characteristics of interest for the Texas libraries are expenditures, income, the size of the library collection, local services and circulation, staffing data, and information about facilities. Three appendixes list library board chairpersons, presidents of Friends of the Library organizations, and the 1991 annual report form and instructions. An index is provided. (SLD)

ED 356 802 IR 054 551

Currier, Heidi F.
Computer Use and Factors Related to Computer Use in Large Independent Secondary School Libraries.
PUB DATE- Dec 92
NOTE- 78p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Computer Literacy; *Computer Uses in Education; Educational Finance; High Schools; *Librarians; *Library Automation; Library Statistics; Library Surveys; *Private Schools; Questionnaires; *School Libraries; School Size
IDENTIFIERS- T Test

Survey results about the use of computers in independent secondary school libraries are reported, and factors related to the presence of computers are identified. Data are from 104 librarians responding to a questionnaire sent to a sample of 136 large (over 400 students) independent secondary schools. Data are analyzed descriptively to show the extent to which independent secondary school libraries are using computers and for what purposes, as well as to compare different types of schools (such as boarding and day parochial) in these areas. Data are also analyzed inferentially to test for relationships between factors of type of school, budget, and extent of the librarian's education with respect to computers and the presence (number) of computers in the library. The t-test is used to test for significant differences between the means of day and boarding school libraries on several variables. Findings indicate that these independent schools are using at least as many computers as are libraries in other studies. Ninety-three percent fit the profile of high service libraries. Fifteen tables present findings, and five appendixes contain materials used in the study, including the survey form, as well as a table of t-test results. (Contains 41 references.) (SLD)

ED 356 803 IR 054 552

Hall, Audrey L.
A Study of Information Used by Public Library Patrons To Select Videocassettes.
PUB DATE- Nov 92
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bibliographic Records; *Cataloging; Evaluation Criteria; Fiction; Films; Library Catalogs; Library

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College Curriculum; *College Outcomes Assessment; College Transfer Students; Community Colleges; Comparative Analysis; Correlation; *Curriculum Research; Higher Education; *Liberal Arts; Outcomes of Education; *Predictive Validity; Rating Scales; Ratios (Mathematics); Relationship; Statistical Analysis; Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Transfer Rates (College)

A study was performed to test the association between the proportion of liberal arts course offerings and institutional transfer rate by merging the data on liberal arts offerings in the community colleges included in the 1991 National Community College Curriculum Study with the transfer rate data for these same colleges obtained from their participation in the 1992 Transfer Assembly. Data were matched for 52 colleges from around the country that had participated in both studies, and two analyses were performed. First, sample means were derived for both the transfer and liberal arts offerings ratios, with colleges being placed in low or high categories. This analysis indicated that for those community colleges with low transfer rates (i.e., below the sample mean), approximately 69% were also below the mean for the proportion of liberal arts offerings in the college, while 31.4% were above the sample mean. Similarly, for those colleges with high transfer rates, approximately 63% were high in liberal arts offerings, while 38% were classified as low. Second, a correlation analysis was performed to determine if variance in observed transfer rates could be explained by variance in the percent of liberal arts offerings. Results of this analysis indicated that while several variables are positively related to transfer rate, only the percent of liberal arts variable is related at a significant level. Although the percent of liberal arts course offerings at the colleges in the sample appear to be positively related to transfer rates, there are probably several other factors not specified that would probably explain greater variance in transfer than merely the proportion of liberal arts offerings. Data tables and 11 references are included. (MAB)

ED 356 819   JC 930 226

Jue, Penny Y.
Course Enrollments and Subsequent Success after Being Advised of or 'Blind' to Assessment Test Scores and Course Recommendations.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Annual Conference of the Research and Planning Group of the California Community Colleges (Tahoe City, CA, March 3-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Academic Advising; *College Freshmen; Community Colleges; Comparative Analysis; *Course Selection (Students); Program Evaluation; *Program Validation; Student Behavior; *Student Placement; Success; Two Year Colleges; Two Year College Students

Beginning in fall 1991, Napa Valley College (NVC), in California, switched from essentially mandatory placement of incoming students to an advisory, self-selection system, where students receive course recommendations based on assessment test results. In order to evaluate the validity of NVC's assessment procedures, a study was conducted of assessed students' self-placement and success rates for fall 1991 and spring 1992.

Caregivers; *Child Care Occupations; Community Colleges; Day Care; Educational Innovation; Nontraditional Students; *Older Adults; Outcomes of Education; Participant Satisfaction; Postsecondary Education; *Program Effectiveness; Program Evaluation; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- Generations Together Program

To address the expanding need for child care workers and the increase in older adults requesting job training, Generations Together (GT) developed two year-long projects to implement child care training for older adults at community colleges nationwide. The first project involved replicating a GT-developed child care curriculum and training/placement model for older adults at six community colleges nationwide in 1990, while the second implemented the model at five community colleges and one small liberal arts college in Pennsylvania in 1991. Project results and factors that contributed to successful training efforts were identified through questionnaires distributed to the older adult trainees at the beginning and end of the 12 training programs, follow-up surveys of graduates' employment status, and interviews conducted with the community college training teams during site visits or end-of-project meetings. Highlighted results included the following: (1) 45% of the national project graduates were working in paid jobs at an average of 24 hours per week at $5.84 per hour, while 55% of the Pennsylvania project graduates were working in paid jobs at an average of 21 hours per week at $4.58 per hour; (2) 94% of the 1990 trainees and 100% of 1991 trainees felt the training had met their expectations; and (3) the most important aspects for program success were the use of a well-developed program model with an appropriate curriculum, the provision of practicum experience, systematic placement and follow-up procedures, and strong commitment to the project and the individual trainees' needs. (MAB)

ED 356 836 JC 930 244

Lee, Beth S.; And Others
Limiting Access by Degrees: Student Profiles Pre and Post the Fees.
PUB DATE- Apr 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Bachelors Degrees; Community Colleges; *Economic Impact; Educational Economics; Educational Finance; Educational Legislation; *Enrollment Trends; *Fees; *Instructional Student Costs; Paying for College; Self Supporting Students; Student Characteristics; Student Educational Objectives; *Tuition; Two Year Colleges; Two Year College Students
IDENTIFIERS- California; Los Rios Community College District CA

A study was performed at the Los Rios Community College District (LRCCD), in California, to measure changes in enrollment and educational access due to a 67% increase in statewide community college fees and a $40-per-unit "differential fee" for students already holding a bachelor's degree or higher (BA). The study was divided into four parts: a survey of 4,009 fall 1992 BA students asking them about the potential effects of the new fees on their educational plans, an analysis of these students' course-taking patterns and demographics, an analysis of the entire LRCCD student population before and after the changes, initiative "From Classrooms to Workrooms: Meeting the Needs of the Changing American Family" in the summer of 1991 to examine the evolving role of the American family in society. This publication details programs that governors and states are using to support children and parents in their homes, in the schools, and in the workplace. Chapter 1 covers dependent care initiatives, including work with businesses to establish pro-family policies, direct state provision of care services, and resource and referral systems. Chapter 2 highlights parent education and family support programs, including family support centers, skill training in parent-to-parent and parent-to-child communication, and support groups. Chapter 3 concentrates on school-based programs that provide comprehensive health and human services to students and their families. Chapter 4 focuses on state-level efforts to restructure family services through such strategies as the consolidation of services and policymaking and the restructuring of state welfare systems. Chapter 5 covers family preservation programs, including short-term, intensive counseling; skills training; and support to families whose children are at risk of placement outside of the home. In chapter 6, five workplace education programs are described. Chapter 7 looks at the strategies used by seven states to create family-supportive workplaces for state employees. Chapter 8 considers public awareness initiatives used by states to encourage the development of new public-private partnerships to meet family needs. Information on state family and medical leave laws, and a chart showing state practices that support the families of state employees, are appended. (AC)

ED 356 853   PS 020 873

Fu, Victoria R.; And Others
Exploring Multicultural Education in a Culturally Diverse Society: A Sociocultural Perspective. Papers Presented at the Annual Conference of the National Association for the Education of Young Children (Denver, Colorado, November 7-10, 1991).
PUB DATE- Nov 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Action; Cultural Background; *Cultural Differences; *Cultural Pluralism; Democracy; Early Childhood Education; Elementary Secondary Education; Family (Sociological Unit); History; *Multicultural Education; *Social Environment; Teacher Student Relationship; *Teaching Methods

This collection of papers represents an effort by their writers as a group to develop a multicultural perspective to be used in exploring educational and other issues in diverse contexts. The nine papers include: (1) "Culture, Schooling, and Education in a Democracy" by Victoria R. Fu; (2) "Diversity in America: Historical, Social, and Political Context" by Diane V. Roberts and others (to which is appended a list of historical milestones of multiculturalism); (3) "Responsive Teaching: A Culturally Appropriate Approach" by Andrew J. Stremmel; (4) "Family Diversity and Multicultural Education: Changing Characteristics of Postmodern Families" by Katherine R. Allen; (5) "Weaving Multiculturalism into the Fabric of the Community" by Karen B. DeBord; (6) "Including the Young Child's Emotional Heritage on the Agenda of Multicultural Education" by Mary Cherian; (7) "Multicultural Education in Any Classroom" by T. J. Stone; (8) "Reflections on Multicultural Education" by Janet K. Sawyers; and (9) "Nobody Said It Would Be Easy!" by Ann J.

The shift away from norm-referenced tests to authentic samples of child performance, such as writing and drawing samples, poses serious problems in organizing and analyzing assessments of child performance. This paper proposes a process utilizing the large-scale storage capacity of centralized mainframe computers and the flexibility and efficiency of table-top computers to conveniently access child observation records, efficiently perform relevant statistical analyses, and reliably produce teacher and parent reports of child performance. The process includes a longitudinal database of performance assessments; an organizational strategy relying on computers and relational databases; and the application of the Rasch measurement model. This paper begins by reviewing trends in child evaluation methods, longitudinal databases, and growth models. The bulk of the paper presents the methods and results of a pilot study applying the proposed process to measure the language behavior of a population of urban disadvantaged children in several early childhood programs. Data sources, including field observations, results of standardized tests, teacher assessments of child performance, and performance samples, are listed; and the structure of the Early Childhood Intervention Database is explained. The paper also explains procedures for population sampling, scale construction and vertical linking, and data analyses. Finally, results of the pilot study are presented and discussed. (AC)

ED 356 872   PS 021 269

Bendersky, Margaret; And Others
Control of Emotional Expressivity in the First Year of Life.
PUB DATE- Mar 93
NOTE- 14p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Age Differences; Anger; *Brain Hemisphere Functions; Congenital Impairments; *Emotional Development; *Facial Expressions; *Lateral Dominance; Longitudinal Studies; Mothers; Parent Child Relationship; *Premature Infants
IDENTIFIERS- Joy; Surprise

Evidence suggests that the neurological substrate of emotional behavior is lateralized by brain hemisphere early in life. A study examined the emotional expressions of preterm infants, some of whom had unilateral periventrical echodensities (PVE), as a model for addressing this issue. The study population of 25 preterm infants was videotaped at 3 months and again at 12 months corrected age during 3 situations designed to illicit joy, surprise, or anger. The group included 9 children with right or left hemisphere PVE, most of whom also had bilateral intraventricular hemorrhage (IVH), 5 with IVH only, and 11 with no ultrasonographic abnormalities. The infants' facial expressions were coded, and positions of the brows, eyes, and mouth were noted every second for 10 seconds following stimulus onset. At each age a number of comparisons were made to test whether one cerebral hemisphere dominated the control of all the emotional expressions or whether dominance was a function of the valence of the expression. Comparisons also focused on the impact of IVH, additional medical complications, and mothers' affect. There were few significant differences in any of the comparisons at 3 months, though data suggested support

Conventional sequential analysis estimates the temporal contingency between the antecedent behavior of one person and the consequent behavior of a second person. Subjects were 16 mothers and their children, ranging from 24 to 32 months, from upper middle-class families. Each mother-child dyad was observed and videotaped for 20 minutes at the child's preschool. The session consisted of 10 minutes of a problem-solving activity and 10 minutes of an exploration activity. Analysis indicated that four maternal behaviors (focusing, seeking assistance, pretend-playing, and listening) were associated with an increased probability that the child would subsequently exhibit exploratory behavior. Two behaviors (focusing and directing) were associated with a decreased probability that the child would be off-task. In the problem-solving task, three maternal behaviors (directing, positively evaluating, and seeking assistance) were associated with an increased probability of the child solving a piece of the puzzle, and two behaviors (focusing and directing) were associated with a reduced probability of the child being off-task. Results suggest that children's exploratory behavior is influenced by antecedent maternal behaviors. (MM)

ED 356 891 PS 021 354

Nelson, Charles A.; And Others
Neural Correlates of Emotion Recognition in 7-Month-Old Infants.
PUB DATE- Mar 93
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Emotional Development; *Facial Expressions; Fear; *Infant Behavior; *Infants; *Neurology; *Neuropsychology; Recognition (Psychology)
IDENTIFIERS- *Event Related Potentials; Familiarization; Happiness; Neuropsychological Measures; Waveform Analysis

Two studies used event-related potentials (ERPs) to examine neural manifestations of emotion recognition in 7-month-old infants. In the first study, 20 infants were presented with 2 alternating achromatic slides of the same female model posing a happy and a fearful expression. Infants' ERPs revealed a prominent positive component to the happy face and baseline activity to the fearful face. In the second study, infants were first presented with flashes of alternating pictures of two different models posing happy faces or fearful faces. A series of test trials followed, 25 percent of which contained 1 of the models seen previously, posing the previously seen, or familiar, expression; another 25 percent contained a previously unseen model posing the familiar expression; the remaining 50 percent portrayed a previously seen or unseen model portraying the previously unseen, or novel, expression (fear, if familiarized to happy; happy, if familiarized to fear). Analysis revealed that infants familiarized to happy evinced positive waveform activity to the happy expression and baseline activity to the fearful expression. In contrast, infants familiarized to fear showed effectively identical responses to both expressions. Results from both studies suggest that during familiarization infants struggle with both identity and expression information, resulting in none of the stimuli being exhaustively processed. Six figures showing ERP responses are included. (MM)

Section 3 encourages group members to think about how a forest will look many years into the future. Many of the activities require field trips to wooded areas. Each activity contains: (1) background information; (2) an objective; (3) a list of materials needed; and (4) detailed instructions to complete the activity. At the end of the guide are reproducible record sheets for each activity, a list of suggested field trips and activities, a glossary, and references. (KS)

ED 356 910 RC 018 827

Silverman, Beth; And Others
Wildlife Discovery.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; New York State 4-H Foundation, Inc.
PUB DATE- Oct 89
NOTE- 47p.; For related documents, see RC 018 824-829.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; Ecology; Elementary Secondary Education; Enrichment Activities; Environmental Education; Habitats; Instructional Materials; Intermediate Grades; Observation; *Outdoor Activities; *Outdoor Education; *Wildlife
IDENTIFIERS- 4 H Programs; *Animal Tracks

This pocket folder of instructional materials is designed to introduce youths aged 9 to 12 to the nature and needs of wildlife and to give children the opportunity to search for wildlife and their signs. The document includes a member's guide, a leader's guide, field record forms, and wildlife project materials. The illustrated 4-H member's guide contains information about the need for food, water, cover, and space of various kinds of wildlife. It includes activities for identifying animal tracks, casting tracks in plaster of paris, and attracting tracks with food. There are also activities for analyzing owl pellets, recording the wildlife in a "minihabitat," searching for frogs' eggs, tadpoles, and adult frogs, and identifying the groups to which animals belong. The member's guide also contains reproducible record sheets to accompany the activities and a page of resources and references. The leader's guide provides suggestions on additional activities and teaching techniques. Field record forms provide questions for student to answer and to document the activities. The remainder of the document includes the following supplemental materials: (1) a wildlife project pamphlet titled, "Urban and Backyard Wildlife,"; (2) a wildlife project pamphlet titled, "Wildlife Foods," and (3) a sheet containing suggestions for shooting wildlife photography. (KS)

ED 356 911 RC 018 828

Krasny, Marianne E.
Wildlife in Today's Landscapes. Leader's/Teacher's Guide L-5-20.
PUB DATE- Feb 91
NOTE- 165p.; For related documents, see RC 018 824-829.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; *Environmental Education; Instructional Materials; *Outdoor Activities; *Outdoor Education; Secondary Education; Teaching Guides; *Wildlife
IDENTIFIERS- 4 H Programs

to better serve the migrant preschool child. The introduction highlights the major differences between MEP and MHS (in authorizing legislation, eligibility, and program organization and administration) and the problems associated with those differences. Following the introduction, the background and the planning of the forum is explained. The proceedings summarizes the opening remarks, an account of the report of the National Commission on Migrant Education, presentations by representatives at the federal, state, and local levels, results of group sessions, and the keynote address by Helen Blank of the Children's Defense Fund. State work sessions between state MEP and MHS resulted in state-specific work plans. Common themes among the plans are: (1) collaborative recruiting teams; (2) transition plans for children entering kindergarten; (3) joint monthly meeting to discuss programming; (4) joint training of parents; (5) sharing of transportation; and (6) sharing of materials and forms. The proceedings report includes a directory of participants by state and a participant contact directory with addresses, phone numbers, and fax numbers. (KS)

ED 356 929 RC 019 106

Help! They Don't Speak English Starter Kit for Elementary Teachers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 179p.; For a related document, see ED 347 024. Originally produced by the Virginia Department of Education Migrant Education Program.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; Cooperative Learning; Cultural Awareness; Elementary Education; Elementary School Students; Elementary School Teachers; English (Second Language); Instructional Materials; *Language Acquisition; *Limited English Speaking; *Migrant Children; *Parent Participation; *Reading Instruction; *Teaching Methods

This teaching guide is a resource for the classroom teacher of limited-English-proficient (LEP) migrant students. Following introductory information about LEP students, the guide contains sections on: (1) organizing your class for language learning, emphasizing cooperative learning; (2) language development, emphasizing social interaction; (3) literacy development, focusing on English reading; (4) English in the content areas; (5) cultural awareness; (6) parent involvement; and (7) assessment. The sections are interspersed with teaching tips, activities, and article reprints addressing the various aspects of teaching LEP students. The assessment section includes reproducible student language surveys in English and Spanish. Also included are a chart of state and local contact persons, a glossary of second-language-education terms, and additional readings. (KS)

ED 356 930 RC 019 107

Leue, Mary M., Ed.
Challenging the Giant: The Best of SKOLE, the Journal of Alternative Education.
PUB DATE- Jan 92
NOTE- 511p.
LANGUAGE- English

ED 356 946   SE 053 044

Young, Deidra J.; Fraser, Barry J.
School Effectiveness and Science Achievement: Are There Any Sex
  Differences?
PUB DATE- Mar 92
NOTE- 24p.; Paper presented at the Annual Meeting of the National
  Association for Research in Science Teaching (Boston, MA, March
  21-25, 1992). For a related article, see SE 053 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Correlation; Cultural
  Background; Databases; Family Influence; Foreign Countries;
  Mathematics Achievement; *Performance Factors; *School
  Effectiveness; Science Education; Secondary Education;
  Secondary School Students; *Sex Differences; Socioeconomic
  Influences; Student Attitudes; *Student Characteristics; Verbal
  Ability
IDENTIFIERS- Australia; *Science Achievement; *Second
  International Science Study

The purpose of this study was to use secondary analysis of an Australian database known as the Second International Science Study (SISS) to examine the role of student, school and home factors in explaining student differences in science achievement, especially on sex differences. Student characteristics investigated in the study included home background, attitude towards science, ethnic background, verbal and mathematics abilities, and sex of the student. The study applied the Hierarchical Linear Model (HLM) to analyze data from 4,917 14-year-old students from 233 Australian schools; it also incorporated the Rasch analysis model for the construction of the science achievement scale. The correlations between student characteristics and their science achievement indicated that sex, attitude towards science, and ethnicity of the student are comparatively weak correlates of science achievement and that verbal and quantitative ability and socio-educational level had much stronger correlations. School effects found to be statistically significant in influencing student differences in science achievement included the percentage of female teachers in the school, teacher decision making, average socio-educational level of students, average verbal ability, average quantitative ability, and average ethnicity of students. These student and school effects were utilized to develop a preliminary integrated model of school effectiveness. No statistically significant variations in sex differences in science achievement between schools was found. The study concluded that results of this preliminary study indicate that further path analysis and use of the HLM for all countries in the SISS should provide useful information regarding the relationship between student achievement, attitudes towards science, and other home and school environment characteristics. A list of 29 references is provided. (MDH)

ED 356 947   SE 053 045

Young, Deidra J.; Fraser, Barry J.
Sex Differences in Science Achievement: A Multilevel Analysis.
PUB DATE- 20 Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American
  Research Association (San Francisco, CA, April 20-24, 1992).

Education; Elementary Secondary Education; Environmental Education; Foreign Countries; *Learning Activities; Lesson Plans; Teaching Methods; *Waste Disposal; *Wastes
IDENTIFIERS- United Kingdom

This activity packet produced by the Shell Oil Company, United Kingdom, addresses the environmental issue of waste. The packet is comprised of three booklets: Notes for Teachers; Student Activities; and a student story book, Trouble at Deetown. The teacher section provides teaching suggestions corresponding to the student sections and a glossary of terms. The student activity section describes 27 learning activities divided into categories: (1) what is waste; (2) waste in school; (3) waste in the home; (4) waste in industry; and (5) waste and the environment. The cross-curricular activities are designed to encourage students to develop their personal definition of 'waste' utilizing a wide range of skills and to support the development of economic awareness. The student story book introduces litter awareness: havoc is created when a small town road-sweeper misses a few days of work due to illness. Suggestions found in the teachers notes are correlated to the 27 student activities, and a chart is provided to assist in cross-curricular planning. (MCO)

ED 356 965 SE 053 454

Peters, Thomas T.; Wissmann, Janet L.
Actions Speak! (Louder than Words). The Social and Environmental Impact of Solid Waste.
SPONS. AGENCY- Illinois State Dept. of Energy and Natural Resources, Springfield.
PUB DATE- Sep 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Consumer Education; Cooperative Learning; Curriculum Guides; Environmental Education; *Evaluation Criteria; Junior High Schools; Learning Activities; Lesson Plans; *Recycling; Science and Society; Science Education; *Solid Wastes; Teaching Methods; Technology; Units of Study; Values; Waste Disposal
IDENTIFIERS- *Circle of Concern; Concept Mapping; Environmental Impact; *Environmental Issues; Illinois; Packaging; Social Impact

This curriculum guide is designed to help teachers in the middle grades facilitate student understanding of the social and environmental implications and limitations of technological development. The nine activities offer students opportunities to explore social issues arising from the science and technology of the production and management of solid waste. A teacher introduction presents the four components to this solid waste curriculum cited as generally recognized for exploring a science/technology/society (STS) issue: (1) the problem; (2) knowledge; (3) thought; and (4) action. Within this section the art of discussion, informed conversation, reflective conversation, and rules of etiquette for classroom discussions is presented. A section containing a review and teacher exercise for how to analyze STS issues for points of view includes the concept of "circle of concern," cited as a valuable visual aid for stimulating students' thought and discussion beyond their own concerns. The appendices offer additional information on thought-promoting techniques, a reference list, order forms, and an evaluation form. (MCO) prejudice should be an integral part of any social studies class." The value statement receiving the highest negative response was: "Controversial issues should be avoided." (DB)

ED 356 986 SO 022 826

Liebman, Martin; Paulston, Rolland
Mapping the Postmodern Turn in Comparative Education.
PUB DATE- 92
NOTE- 34p.; Paper presented at the Northwest Regional Meeting of the Comparative and International Education Society (Pittsburgh, PA, November 6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartography; *Comparative Education; Educational Research; *Geographic Concepts; *Maps; Philosophy; Social Change; *Social Science Research; Social Theories
IDENTIFIERS- *Postmodernism

This paper advocates the use of cognitive maps by researchers in comparative education. Cognitive maps are defined as "visual imageries depicting on the two dimensional surface of a screen or paper the researcher's perceived application, allocation, or appropriation of social space by social groups at a given time and in a given place." The use of cognitive maps is advocated as a means of expanding social dialogue because it offers the map's reader a forum for responding directly to the map maker by producing on the map differences in claims to social space perceived by the reader. Numerous theorists of the postmodern enterprise in geography/cartography are discussed, as is the work of three academic practitioners, one in comparative education and two in geographic cartography, who have observed that colleagues in these areas must now move their respective academic fields toward a postmodernist integration of ideas and theories. The use of cognitive maps, and not necessarily postmodernism itself, is promoted as a means for comparative fields to expand their knowledge base. Three figures illustrating various aspects of cognitive mapping are included and 46 footnotes are appended. (DB)

ED 356 987 SO 022 827

Lynn, Karen
Teacher Use of Economics and Cultural Geography for a Middle School Social Studies Class: Planning a Trip to Kenya and Tanzania.
PUB DATE- Nov 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; Economics; Economics Education; Foreign Countries; Geography Instruction; Human Geography; Junior High Schools; Junior High School Students; *Learning Activities; Middle Schools; Skill Development; *Social Studies; Teaching Methods; *Travel
IDENTIFIERS- *Kenya; Middle School Students; *Tanzania

This unit was designed by a certified Media and Social Studies teacher to help middle school students in Prince George's County, Maryland, plan a trip to East Africa and specifically to Kenya and Tanzania. Each school has a 90 percent African

Institute for Teachers and by the 1991 Local District Teachers of the Year. At the elementary level, 11 tips are offered for teaching language arts, 4 for mathematics, 1 for physical education, 3 for self-esteem, and several in miscellaneous areas (such as parents day, progress reports, and thinking skills). At the middle/secondary level, 9 tips are offered for teaching language arts, 3 for mathematics, 4 for science and social studies, and 15 for self-esteem. Examples include: Spelling Songs, Writing a Classbook, Biopoem, Friendly Competition, The School Supply Store, and Biology and Psychology in the News. Teaching tips are described in varying degrees of detail, and each is accompanied by the name of the teacher submitting the idea and his or her school district. (JDD)

ED 357 008 SP 034 418

Snyder, Conrad Wesley, Jr.; And Others
Classroom Research in Botswana: Is Teacher Training Associated with Teachers' Classroom Behavior? A Study of Botswana Junior Secondary School Teachers and Classroom Affect and Complexity: Ecological Perspective of Botswana Junior Secondary Schools. Research Reports.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Dec 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; *Classroom Environment; *Ecological Factors; Elementary School Teachers; Emotional Response; Foreign Countries; Higher Education; Junior High Schools; Knowledge Level; *Performance Factors; *Preservice Teacher Education; *Teacher Behavior; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Botswana

Two papers on classroom teaching techniques and classroom environment in Botswana are presented. The first paper, "Is Teacher Training Associated with Teachers' Classroom Behavior? A Study of Botswana Junior Secondary School Teachers" by David W. Chapman and Conrad W. Snyder, Jr., investigates the extent to which teaching behaviors differed across 212 teachers with different levels of formal preservice teacher training. Results indicated that the level of training (untrained, diploma, bachelor's degree, or postgraduate degree) accounted for 25 percent of the variance in the predictor variables. Groups did not differ much on use of feedback, class discussion, small group discussion, and overall use of questions. Untrained teachers gave greater attention to lesson preparation and student development. The second paper, "Classroom Affect and Complexity: Ecological Perspective of Botswana Junior Secondary Schools" by Conrad Wesley Snyder, Jr. and others, asserts that affect valuations can accurately reflect the qualities of academic environments. Observation of 603 Botswana classrooms of 212 teachers at the junior secondary level resulted in ratings of 8 affect and structural scales: complexity of the instructional approach, lesson difficulty for students, student uncertainty about lesson concepts, teacher satisfaction, student satisfaction, student interest, teacher enthusiasm, and student attentiveness to instruction. References accompany each paper. (JDD)

ED 357 009 SP 034 421

1991-92 school year, the PASS student curriculum was presented to 21 students in two schools. PASS students at both schools were matched with a control group. In the spring of 1991, grades for all subject areas (including physical education) and demographic information were collected for the control group; the same was done for PASS students prior to participation in the class. Grades were collected again for spring 1992 after PASS students had completed a year of the program and the controls had completed a standard academic year. Results (displayed in seven charts) confirm that PASS improves academic performance as measured by overall GPA; provide evidence that PASS is achieving its goals to improve grades, behavior, self-esteem, and appreciation for learning; and support the premise that in order to improve academic performance for students involved in athletics, there needs to be an increased emphasis on the practice of sports. (LL)

ED 357 027 SP 034 508

The Munchsters Talk about Food: Preschool Nutrition Program.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Eating Habits; *Food; *Health Education; Instructional Materials; Language Acquisition; *Learning Activities; Lesson Plans; *Nutrition Instruction; Parent Participation; Preschool Children; Preschool Education; Preschool Teachers; *Visual Aids

This nutrition education kit is designed for use with 3- to 5-year old children. It introduces children to new foods, involves them in the process of food preparation, and creates an awareness of the importance of eating foods from all food groups. The kit has been designed to provide a variety of opportunities to develop and practice language skills. The kit includes five full-color 14" x 22" posters with lesson plans, suggestions for language development activities, a teacher's guide, a poster for a parent bulletin board, and 8 parent handouts that include questions parents ask about nutrition, suggestions for cooking with children, recipes, and nutrition information. The teacher's guide also discusses a language development approach to learning, development of good eating habits, and basic ideas for good nutrition. A checklist for preschool food activities and suggestions for parent involvement are included. (LL)

ED 357 028 SP 034 511

A Compilation of Federal Education Laws. Volume I--General Provisions, as Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor, U.S. House of Representatives. One Hundred Third Congress, First Session. Committee Print.
PUB DATE- Apr 93
NOTE- 187p.; Serial No. 103-F. For previous edition, see ED 339 700; for Volume IV, see CE 063 356.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Discrimination; *Civil Rights Legislation;

from 0.03 to 0.35. These statistical facts indicate that the relationship of brain size to intelligence is too weak and inconsistent to use brain size as a measure of intelligence. Based on similarly modest relationships in some studies of race to brain size and crime, he classified Negroids as genetically inferior to Caucasoids. Due to methodological errors and a poor review of literature, he also rated Negroids as inferior on other variables such as mental health. In summary, Rushton's writings about human races are statistically unfounded. One table is presented, derived from Rushton. (Author/SLD)

ED 357 047 TM 019 763

Fardig, Diane
Year-Round Education. Program Evaluation Report.
PUB DATE- Aug 92
NOTE- 107p.; For an earlier report, see ED 344 310.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Cost Effectiveness; Elementary Education; *Elementary School Students; Elementary School Teachers; Formative Evaluation; Interviews; Parents; Pilot Projects; Principals; Program Evaluation; Public Schools; School Districts; *School Schedules; School Surveys; Time Management; Trimester System; *Year Round Schools
IDENTIFIERS- *Orange County Public Schools FL

An evaluation was conducted to provide formative information about the pilot implementation of year-round education in three 3 Monday In Orange County, the 180-day calendar was divided into three Monday through Friday 12-week sessions separated by 3-week breaks. A multitrack design (five tracks of students, with four in school at any one time) was piloted at two schools, and a single track (all students on the same schedule) design was piloted at one school. Program evaluation began in spring 1990 and continued until October 1992. Evaluation procedures included consultation with experts, surveys of parents and students, surveys and interviews with teachers and principals, literature reviews, achievement data collection, site visits and observations, and record reviews. Evaluation indicates that the transition was successful and normal school operations were observed at the year-round schools. Student achievement was not negatively affected; overall scores show positive gains for the first year, although these did not continue in 1991-92. Per pupil costs increased in the first year, and later decreased to a level comparable with costs before program implementation. Thirty-two tables present study findings. Six appendixes contain the 1990-91 calendar, a goal statement, the interview for single-track teachers, the student survey, the parent survey, and the teacher survey. (SLD)

ED 357 048 TM 019 764

Janowitz, Jeffrey M.
Response Modality Variations Affect Determinations of Children's Learning Styles.
PUB DATE- Aug 92
NOTE- 12p.; Poster paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English

Based Programs; *Nonrespondents; Parent Surveys; *Project Homeroom IL; Student Surveys

A multi-year program, Project Homeroom, designed to introduce home-based computing to a select group of high school teachers, students, and their parents was recently conducted in three Chicago-area (Illinois) schools. The Technological Innovations in Educational Research Laboratory at Illinois State University (Normal) evaluated this program. Methods included periodic written surveys of all participants, who included 242 students and 242 parents. Prior research on survey techniques had identified areas of concern in enhancing response rates as follows: (1) sample size; (2) topic salience; (3) method of distribution; (4) instrument length; (5) coercion; (6) response bias; (7) socially desirable responding; (8) leniency bias; and (9) mathematical accommodations. In examining the responses in Project Homeroom, focus was on these concerns. Non-response was the single major controllable source of error encountered. Use of a multiple exposure methodology aided in developing response consistency. The topic was made salient by emphasizing the importance of the research. School authoritarian coercion, resorted to because of original low response, improved the response rate, although it raised the issue of response validity. Systematic coercion appears to be part of the U.S. public school culture, accepted by parents and students. Further research on the effects of respondent coercion is warranted. (SLD)

ED 357 067 TM 019 846

Hecht, Jeffrey B.; And Others

Coding Responses to Open-Ended Survey Items Using a Software-Driven Conceptual Mapping Scheme.

PUB DATE- Apr 93

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Change; *Coding; *Computer Assisted Testing; Computer Software; Educational Researchers; High Schools; *High School Students; Parents; Qualitative Research; Questionnaires; Response Rates (Questionnaires); *Responses; Suburban Schools; *Surveys; Test Construction; Test Interpretation

IDENTIFIERS- *Concept Mapping; Grounded Theory; Illinois (Chicago); *Open Ended Questions; Parent Surveys; Software Tools; Student Surveys

A method of qualitative data analysis that used computer software as a tool to help organize and analyze open-ended survey responses was examined. Reasons for using open-ended, as opposed to closed-ended questionnaire items, are discussed, as well as the construction of open-ended questions and response analysis. Because the method is based on grounded theory, it supports the researcher's role of building a conceptual map and coding verbatim responses. The sample for this research consisted of students at three suburban high schools and their parents who were part of an experimental project that required open-ended surveys as measures of attitude changes. Of the 243 student-parent pairs surveyed in Chicago (Illinois), 97 percent returned the first survey, and 92 percent the second. The computer-assisted technique allowed the researcher to keep track of large amounts of data, concepts, and conceptual codes, a test characteristic curve method and a minimum chi-square method. These two methods are compared with three mean and sigma methods using computer simulations. Ten- and 30-item tests were simulated for 300 and 1,000 examinees. Results under these simulated conditions indicate that recovery is good for all conditions. Recovery is slightly better for the long test and the large sample, but differences among all simulated conditions are quite small. Essentially no differences are observed among the linking methods. One could feel relatively comfortable using any of the five equating methods when ability and item location distributions are well-matched. The simplest equating method is the B. H. Loyd and H. D. Hoover (LH) mean and sigma method (1980). The minimum chi-square has some advantage in ease of use over the test characteristic curve method, but both are more complicated than the LH method. Eight tables present analysis results. (SLD)

ED 357 086 TM 019 865

Kim, Seock-Ho; And Others
Detection of Differential Item Functioning in Multiple Groups.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; College Students; *Comparative Analysis; Equations (Mathematics); *Estimation (Mathematics); *Groups; Higher Education; *Item Bias; Item Response Theory; *Mathematical Models; Research Methodology; Sample Size
IDENTIFIERS- Item Parameters; Q Statistic

Detection of differential item functioning (DIF) is most often done between two groups of examinees under item response theory. It is sometimes important, however, to determine whether DIF is present in more than two groups. A method is presented for the detection of DIF in multiple groups. The method, the Q(sub j) statistic, is closely related to the chi-square method of F. M. Lord for comparing vectors of item parameters estimated in two groups and is based on the same assumptions. An example is provided using real data from 3 groups of 200 college students each (1 reference and 2 focal groups). Five tables present analysis results, and a 49-item list of references is included. (Author/SLD)

ED 357 087 TM 019 866

Kluever, Raymond C.; Green, Kathy E.
Analysis of the Raven CPM Subtest Scores for a Sample of Gifted Children.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Children; Elementary Education; *Elementary School Students; Factor Structure; *Intelligence Differences; Intelligence Tests; Preschool Children; Preschool Education; Profiles; *Scores; Spatial

teachers in over 275 schools in 85 U.S. communities, and researchers conducted case studies of 65 young people. This book presents 11 of these case studies of at-risk public school students in the 1980s: (1) "Nicole, Seeking Attention"; (2) "Roach, Case Study of a Murderer"; (3) "Julie, Falling through the Cracks"; (4) "David, Growing Up Alone"; (5) "Jose, Sensitive and Mercurial"; (6) "Willie, Between Shy and Talkative"; (7) "Lonnie, Class Clown"; (8) "Mike, Small-Town Boy"; (9) "Crystal, A Gifted Dropout"; (10) "Danny, A Deaf Student At Risk"; and (11) "David, A Sometimer." Each chapter describes how risk manifests itself in a child's life and mind. Each child is different. Each story is set against a different landscape with a different home situation and different societal pressures and demands. However, many of the problems the children faced are the same, as are many of their solutions. Most of the children learned about failing from an early age. These stories provide shocking examples of the lack of coordinated services for children at risk within our society and data about how children can be helped to overcome their problems and eventually become productive members of their communities. (RLC)

ED 357 105 UD 029 164

Frymier, Jack; And Others
Growing Up Is Risky Business, and Schools Are Not To Blame. Final Report, Phi Delta Kappa Study of Students At Risk. Volume 1.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 247p.; For a related document, see UD 029 165.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; Case Studies; *Disadvantaged Youth; *Economically Disadvantaged; *Educationally Disadvantaged; Family Problems; Financial Problems; *High Risk Students; Minority Group Children; National Surveys; School Role; Secondary Education; *Secondary School Students; Sociocultural Patterns; Urban Schools; Urban Youth
IDENTIFIERS- *Study of Students at Risk (Phi Delta Kappa)

The Phi Delta Kappa Study of Students At Risk assessed who is at risk, what puts students at risk, what schools are doing to help those students, and how effective these efforts are. Data were collected about 21,706 students, 9,652 teachers, and 276 principals; 65 case studies were completed; and holding power data about 27,250 students in 95 high schools were analyzed. This report describes the study, its methodology, and general results; general conclusions of the study; results of a statistical analysis that relates directly to causes of risk; previous studies that document that many U.S. children are seriously at risk; data suggesting that schools are not to blame for most of the risks that confront young people; data collected from teachers and principals; a rationale for understanding students at risk; what schools are doing to help students at risk, including suggestions about how to change those efforts; a perspective on working with students at risk (teaching responsibility); and data collected from people concerned about holding students in school through graduation. Teachers and administrators cannot solve the problems of at-risk students by themselves. The problems will be solved only if society changes in ways that enhance children's lives rather than endanger them. Appendix A describes study problems and

(Project ALMA) in New York City was evaluated. It was designed to emphasize acquisition of English language and mathematics and computer skills. High school students were to take English as a Second Language (ESL) and mathematics, science, and social studies courses in Spanish. The project planned to offer native language arts (NLA) instruction through advanced placement levels. Project design included bilingual counseling and support services, with ESL and high school equivalency programs for the parents and adult siblings of project participants. In 1991-92, the second year of a 3-year plan, the project enrolled 196 male and 234 female Latino students of limited English proficiency. Project ALMA carried out most of its planned activities, with the exception of producing a newsletter and translating curriculum materials. Enrollment in computer classes was limited by lack of computer literate staff. Recommendations are made for project improvement at both project schools. Appendix A presents information on data collection and analysis, and Appendix B describes instructional materials. (SLD)

ED 357 125 UD 029 205

Mercurio, Kristine
Project Data Tech. 1991-92 Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Career Education; Computer Assisted Design; Cosmetology; Educational Technology; *English (Second Language); *Haitians; High Schools; *High School Students; *Hispanic Americans; Immigrants; *Limited English Speaking; *Native Language Instruction; Spanish Speaking; Urban Schools; Vocational Education
IDENTIFIERS- Hispanic American Students; Language Minorities; New York City Board of Education; *Project Data Tech NY; Subject Content Knowledge; Transitional Bilingual Education Programs

Project Data Tech targeted Spanish- and Haitian-speaking students of limited English proficiency at a high school in Brooklyn. Students who were admitted scored at or below the 40th percentile on the Language Assessment Battery, were new arrivals into the country, and wanted to join the computer-aided drafting (CAD) or cosmetology programs. Students received instruction in English as a Second Language, native language arts (NLA), and bilingual content area subjects. The design included non-instructional services such as guidance, job placement, extracurricular activities, and family assistance. The project served 78 male and 97 female students, with gender not reported for 5. Evaluation under Title VII of the Elementary and Secondary Education Act indicated that, for the most part, the project carried out the activities proposed in its design. Computer training was effective; and tutoring was available in English, NLA, and mathematics. A Parent Advisory Council breakfast meeting was held monthly for parents of project students. Objectives were met in most areas, but objectives for English and career placement were not met. Recommendations are made for program improvement. Appendix A describes data collection and analysis, and Appendix B describes instructional materials. (SLD)

ED 357 126 UD 029 206

Wallace, Cyril

States

The following 19 papers were delivered at the 1992 annual meeting of the International Federation of Library Associations and Institutions for the Division of Education and Research: (1) "Across the Frontiers: Impact of Foreign Journals in Library Science in India: A Citation Analysis" (M. A. Gopinath); (2) "Children and Reading in Israel" (I. Sever); (3) "Investigations into Reader Interest and Reading in Lithuania, 1918-1990" (V. Rimsa); (4) "Ethnic and Social Problems of Reading in Kazakhstan" (R. Berdigalieva); (5) "The USA Experience: Views and Opinions of an Asian American Librarian" (S. H. Nicolescu); (6) "The Implications for Libraries of Research on the Reading of Children" (M. L. Miller); (7) "Women's Status in Librarianship, the UK Experience" (S. Parker); (8) "Women's Interests in Librarianship, Resources on Women: Their Organization and Use" (H. Parekh); (9) "Information for Research on Women and Development" (A. Vyas); (10) "The Contribution of S. R. Ranganathan's Scientific School to the Informatization of Education for Library Science in the World" (J. N. Stolyarov and E. A. Nabatnikova); (11) "Library and Information Science Education Policy in India" (N. L. Rao and C. R. Karisiddappa); (12) "The Market in the Gap: Continuing Professional Education in the South Pacific" (J. Evans); (13) "Continuing Education Programmes for Teachers in Library and Information Science and Academic Library Professionals in South India" (A. A. N. Raju); (14) "Continuing Professional Education in China: A Decade Retrospective" (D. Xiaoying); (15) "Grounded Theory and Qualitative Methodology" (D. E. Weingand); (16) "Research in the Outskirts of Science: The Case of Mexico" (J. Lau); (17) "Society's Library: Leading to the Realization of the Five Laws--In Memory of Dr. S. R. Ranganathan" (L. Minghua); (18) "The Role of Library and Information Science Reviews in the Development of the Profession and Services" (M. Poulain); and (19) "Journal Publications in Africa: The Trouble with Authors and Readers" (L. O. Aina). Several papers are followed by references. (SLD)

ED 356 786 IR 054 477

IFLA General Conference, 1992. Division of General Research Libraries: Section on National Libraries; Section on Parliamentary Libraries; Section on University Libraries and Other General Research Libraries. Papers.

PUB DATE- Sep 92

NOTE- 216p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Bibliographic Records; Cultural Pluralism; Databases; Developing Nations; Foreign Countries; Higher Education; *Information Services; *Law Libraries; Legislators; Library Automation; Library Development; *Library Services; *National Libraries; *Research Libraries; Universities

IDENTIFIERS- Chile; Finland; India; International Federation of Library Associations; Russia

Fifteen papers delivered for the Division of General Research Libraries at the 1992 International Federation of Library Associations and Institutions annual meeting are presented. These papers deal with national libraries, parliamentary

Circulation; Library Services; Nonfiction; Online Catalogs; Online Searching; *Public Libraries; Selection; *User Needs (Information); Use Studies; *Videotape Cassettes
IDENTIFIERS- Browsing

A sample of 300 video patrons at the Grandview Heights Public Library (Ohio) was surveyed to determine what information they used from the videocassette container to make their selections. It was expected that knowing what patrons used could help in deciding how much information to enter in bibliographic records for videocassettes. The majority of patrons made their selections by browsing, as was expected for viewers of fictional tapes. However, of the 43 non-fiction borrowers, 79.1 percent selected their videos by browsing. Fiction was strongly preferred, suggesting that the video collection is used mainly for entertainment. For all categories of borrower, the most considered items on the container were performers, summary, and title. Important to a lesser degree were artwork on the box and film rating. It is argued that very complete bibliographic records are necessary for bibliographic utilities such as OCLC. Public libraries could then edit or delete records as convenient. For libraries that must do their own cataloging, a brief record would appear to be an economical and acceptable solution. At the least, records should contain the videocassette's title, performers, and a brief summary of the videocassette. Seventeen figures/tables provide survey responses. Three appendixes contain the survey, its cover letter, and 10 tables of survey findings. (Contains 23 references.) (SLD)

ED 356 804 IR 054 613

Selection Policies and Reevaluation Procedures: A Workbook.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Censorship; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Freedom of Information; Intellectual Freedom; Learning Resources Centers; *Library Material Selection; *Media Selection; Problems; Public Schools; School Libraries
IDENTIFIERS- *Library Policy; Minnesota

This workbook was prepared in order to assist public school officials in the development of appropriate procedures for the selection of educational resources, handling of complaints, and reevaluation of such material. The workbook was developed by borrowing and adapting language from selection policies from a variety of sources. Introductory material addresses related Minnesota State Board policy and regulation; the purpose of selection policies; developing a selection policy; using the workbook, and terminology. "Essential Elements of Educational Resource Selection Policies and Reevaluation Procedures," a checklist developed by the Minnesota Coalition Against Censorship, is included. The first main part of the workbook deals with policy, including objectives; freedom to read, view, and listen; and legal responsibility. Topics related to selection procedures are considered in the second part, including description of resources covered by the policy; the process used in the selection of resources; selection criteria; and recommendations for selection. The third part covers

Students assessed prior to these semesters were divided into two groups, "advised" students making course selections based on their assessment test scores, course recommendations, and personal factors (e.g., high school grades, work schedule, and motivation), and a "blind" group utilizing only personal factors. The study then examined differences in the level of math and English courses selected by the two groups and subsequent success in two English and two math courses. Major findings included the following: (1) 51% of the 184 students who enrolled in English courses without knowing their assessment outcomes enrolled at a level that would have been recommended, while 64% of the 220 advised students did so; (2) 69% of the 228 students who enrolled in math courses without knowing their assessment outcomes enrolled at a recommended level, while 77% of the 285 advised students did so; (3) at most, 27% of the unadvised students enrolled in higher level courses than would have been recommended; (4) for the two math courses, there was no difference in success between the two groups of students; and (5) while there was no difference in success rates for one of the English courses, the other showed a success rate of 35% for unadvised students, compared to 58% of advised students. In general, the findings alleviated NVC staff concerns concerning the self-selection placement system. (BCY)

ED 356 820 JC 930 227

LaVista, Daniel J.; And Others
A Senate Is a Senate Is a Senate...?
PUB DATE- 4 Apr 93
NOTE- 6p.; Paper presented at the Annual Meeting of the North Central Association (98th, Chicago, IL, April 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Administration; *College Governing Councils; Committees; Community Colleges; Employer Employee Relationship; Faculty College Relationship; *Governance; Organizational Effectiveness; *Participative Decision Making; Personnel Management; Policy Formation; Student School Relationship; Two Year Colleges
IDENTIFIERS- *College of Lake County IL

In 1969, the College of Lake County (CLC) was founded in Grayslake, Illinois, as the result of a grassroots effort by area residents. To ensure employee input into decisions during the formative years, CLC established the All-College Senate (ACS), an employee forum featuring representatives from every employee group who met regularly to discuss issues of concern. By 1987, the number of college employees had grown too large for the ACS, and a new model was proposed featuring four groups: the Classified Senate, Specialist Senate, Faculty Senate, and Student Senate. The four Senates work together through the Governance Coordinating Council (GCC), charged with the organization of special committees to serve college interests and the facilitation of communication between the four Senates and with the college administration. Within the Senates and the GCC there are four commissions focusing on areas of specific interest: the Curriculum Commission, the Facilities Use and Planning Commission, the Professional Growth Commission, and the Student Life Commission, each of which advises a designated administrative office. This model and an analysis of students who continued and those who did not in the years before and after the fees. Results of the study, based on responses from 37% of the BA students (n=1,475), included the following: (1) almost 60% of the BA students were attending for job-related reasons, while 26% were enrolled for personal development; (2) more than half (55%) were employed full-time, while 19% were employed part-time; (3) 65% said that their employers provided no financial assistance toward their educational expenses; (4) only 12% believed that they would be eligible for one of the fee exemption categories; (5) BA student enrollment dropped by 47.3% between spring 1992 and spring 1993, compared to a decrease of 7.9% for the district overall; (6) an analysis of fall-to-spring enrollment for the first year after the new fees revealed that the number of new/returning students declined by 14.6% from pre-fee years; and (7) the largest decreases were for older, part-time, working adult students. Data for similar surveys performed by other colleges in the district, comments by individual respondents, and the survey instrument are included. (MAB)

ED 356 837 JC 930 245

The Graduate Survey Report: A Survey of 1991-1992 Graduates.
PUB DATE- Mar 93
NOTE- 25p.; For the 1990-1991 report, see ED 345 822.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Educational Facilities Improvement; Followup Studies; Graduate Surveys; *Participant Satisfaction; Questionnaires; *Student Characteristics; *Student Educational Objectives; Student Financial Aid; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- Arrowhead Community College Region MN

In an effort to measure their students' satisfaction with their college experience, Arrowhead Community College Region (ACCR), in Minnesota, surveyed all 919 students graduating in the 1991-1992 school year. Graduates were asked to evaluate the academic environment and student services they received, to indicate their original educational intent, and to make suggestions for improvement. Students received the survey instrument as they applied for graduation, and 787 returned usable forms, for a response rate of 85.6%. Study findings included the following: (1) 43.6% of the respondents were 21 years old or younger, 35.1% were 30 years old or older, and 21.2% were between the ages of 22 and 29; (2) 63.0% of the respondents were women, 44.4% of whom were 30 years or older; (3) 73.4% of the graduates indicated that they received some form of financial aid while attending college, with twice as many females as males receiving financial aid; (4) 87.5% of the respondents were satisfied with their college experience; (5) students were most satisfied with their instructors' attitudes, the size of their classes, and the location of their college; (6) 21.2% of the respondents were dissatisfied with the availability of courses, while 12.3% felt the variety of courses offered should be increased, and 7.6% thought that laboratory facilities should be improved; (7) 81.3% of the students intended to receive a degree when they first enrolled in the ACCR; and (8) when they first enrolled, 42.1% of students intended to transfer after they received their degree, 23% did not intend to transfer, 9.3% intended to transfer before receiving their

Francis. This last paper discusses some of the difficulties of implementing multicultural education in the classroom and the society. Six of the papers provide reference lists. (BC)

ED 356 854 PS 020 979

Highlights of Legislation Affecting Children, Youth, and Families, Parts I and II. U.S. House of Representatives, 102nd Congress.
PUB DATE- 29 Oct 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; *Child Welfare; Civil Rights; Drug Abuse; *Family (Sociological Unit); Family Programs; *Federal Legislation; Health; Homeless People; Housing; Hunger; Nutrition; Prevention; Safety; *Youth
IDENTIFIERS- *Congress 102nd

The two parts of this document summarize (1) legislation affecting children, youth, and families that was enacted into law during the 102nd Congress, and (2) legislation concerning the same issues that was passed by the House and/or Senate during the same period. The legislation covers: (1) early intervention; (2) children, youth, and families in crisis; (3) employment and civil rights; (4) education; (5) child, adolescent, and family health and safety; (6) alcohol and drug abuse prevention and treatment; (7) child welfare; (8) crime prevention and family support; (9) child support enforcement; (10) environmental safety and toxins and children, youth, and families; (11) housing for homeless youth and families and runaways; and (12) child nutrition and hunger. The document also provides brief descriptions of the following vetoed legislation: Family Planning Amendments Act of 1992; Family and Medical Leave Act of 1992; National Institutes of Health Revitalization Amendments of 1992; Tax Fairness and Economic Growth Act of 1992; Labor, Health and Human Services, and Education Appropriations Act for Fiscal Year 1992; Emergency Unemployment Compensation Act of 1991; and District of Columbia Appropriations Acts for Fiscal Years 1992 and 1993. (SM)

ED 356 855 PS 020 986

Chambers-Murphy, Phylistine
Developing Social Skills To Assist Developmentally Delayed Preschool Children in Overcoming Separation Anxiety in a Public School Setting.
PUB DATE- 92
NOTE- 44p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attachment Behavior; *Behavior Change; Early Intervention; Emotional Development; Emotional Problems; *Instructional Effectiveness; Parent Child Relationship; Parent Participation; Parent Role; *Preschool Children; Preschool Education; Public Schools; *Separation Anxiety; *Student Adjustment
IDENTIFIERS- *Developmental Delays

This study examined the effectiveness of 11 strategies designed to ease separation anxiety in preschool children. Subjects were 10 preschool children enrolled in a public school early childhood classroom for their first school experience. Each child was delayed in at least two of six developmental areas for the hypothesis that the right brain hemisphere predominates in control of anger and the left hemisphere controls joy expressions. At 12 months, there were many more significant differences than at 3 months, but data did not support theories of lateralized control of expressivity. (Author/AC)

ED 356 873 PS 021 270

Nuttall, Jocelyn Grace
A Comparison of the Employment Experiences of Childcare Workers in Non-Profit and Privately-Owned Childcare Centres: Some Preliminary Findings.
PUB DATE- 9 Aug 91
NOTE- 8p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, August 9, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; Comparative Analysis; *Day Care Centers; *Employee Attitudes; Employer Employee Relationship; Foreign Countries; *Job Satisfaction; *Nonprofit Organizations; Preschool Education; *Private Sector; Surveys
IDENTIFIERS- *New Zealand (Christchurch)

A comparative study of the employment experiences of staff at nonprofit and privately owned childcare centers was conducted in the Christchurch, New Zealand, area. A total of 23 staff members at 3 nonprofit centers and 9 staff members at 2 privately owned centers responded to a survey concerning their qualifications, work history, current working conditions, motivations for working in childcare, and most and least favored aspects of their jobs; the differences among centers at which they had worked; their perceived problems with employers; and their perceptions of their future in childcare and the future of childcare in New Zealand generally. Study findings indicated that: (1) workers in nonprofit centers were better paid, had better overall job satisfaction, enjoyed better conditions of service, were more experienced in working with young children, and had slower rates of turnover than workers at private centers; (2) while almost all staff mentioned a love of children as a motivating factor in their work, staff in nonprofit centers were more likely than private center staff to mention the importance of childcare as a service, their training and career aspirations, pay and work conditions, and enjoyment of regular contact with adults as motivating factors; and (3) staff overall reported that problems of dealing with sick children, poor equipment and facilities, stress, and personal illness were the most difficult aspects of their work. (AC)

ED 356 874 PS 021 278

Blakemore, Judith E. Owen
Preschool Children's Interest in Babies: Observations in Naturally-Occurring Settings.
PUB DATE- Mar 93
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 356 892 PS 021 355

Freeman, Harry S.
Parental Control of Adolescents through Family Transitions.
SPONS. AGENCY- Department of Education, Washington, DC.; National Center on Effective Secondary Schools, Madison, WI.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Comparative Analysis; *Discipline; *Divorce; *Family Environment; *Family Influence; Longitudinal Studies; One Parent Family; *Parent Child Relationship; Parent Influence; Stepfamily
IDENTIFIERS- Childhood Experiences; *Parent Responsiveness; Self Report Measures

This 3-year longitudinal study tracked the 2 parenting variables of behavioral control and responsiveness in parents' relationships with adolescent children. The four family types involved in the study were those in which: (1) adolescents had transitioned into a mother-custody household (93 families); (2) adolescents had transitioned into a stepfather household (72 families); (3) adolescents remained in a nondivorced household (317 families); and (4) adolescents remained in a mother-custody household (267 families). In the fall of each year, students completed a self-report questionnaire that included a 15-item behavioral control scale and a 12-item parental responsiveness scale. Analysis revealed that, except for those who had transitioned into a stepfather household, adolescents reported significant declines in behavioral control. African-American adolescents reported the highest levels of behavioral control in all family types. No significant changes were reported in parental responsiveness. The lowest levels of parental responsiveness were reported within Asian-American households. Findings suggest that, for the adolescent child, perceptions of parenting practices are not significantly mediated by changes in family context. (MM)

ED 356 893 PS 021 356

Kahen, Vanessa J.
Parent-Child Interaction and Children's Peer Relationships: The Differential Contributions of Mothers and Fathers to Children's Dyadic Peer Interactions.
PUB DATE- Mar 93
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Child Behavior; Fathers; *Interpersonal Competence; Mothers; *Parent Child Relationship; *Parent Influence; *Peer Relationship; Play; *Preschool Children
IDENTIFIERS- *Parenting Styles

This study examined how parents' engagement and affect during parent-child interaction related to children's ability to

This illustrated teacher's guide provides background and activities for helping youths aged 12 and older to understand basic wildlife biology and ecology. The first of the guide's five chapters is an introduction explaining the purpose and format of the guide, addressing safety and responsibility issues, and defining several terms and concepts used throughout the text. Chapter 2, "Wildlife Survival and Needs," and chapter 3, "Wildlife Habitats," cover important concepts about wildlife biology and ecology. Chapter 4, "Backyard Wildlife: What You Can Do," and chapter 5, "Rare Wildlife Species: What You Can Do," outline some actions that can be taken to benefit the wildlife found in human communities. Discussion questions, illustrations, and activities are provided in each chapter to help convey the material. Reproducible record sheets for the activities are included in the pocket folder, along with a list of endangered and threatened species and species of special concern for New York State. The teacher's guide contains a glossary of terms. Appended are: (1) information on wildlife habitat improvement programs; (2) a list of organizations that aid threatened and endangered species; and (3) references for further reading and references used in preparing the guide. (KS)

ED 356 912 RC 018 829

Hawkes, Janet E.; And Others
Water Worlds. 4-H Member's Guide M-5-18; 4-H Leaders Guide L-5-18.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; New York State 4-H Foundation, Inc.
PUB DATE- Sep 88
NOTE- 41p.; For related documents, see RC 018 824-828.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aquariums; *Ecology; Ichthyology; Instructional Materials; Intermediate Grades; *Outdoor Activities; Outdoor Education; Science Education; Teaching Guides; Water; *Water Resources
IDENTIFIERS- 4 H Programs; *Aquatic Life; Water Turbidity

This pocket folder of materials is designed to provide children aged 9 to 12 with an opportunity to explore and observe aquatic environments. The package includes a 4-H Leader's guide, member's guide, and supplementary materials. The leader's guide contains safety considerations, tips and techniques, and additional activities for getting started with the Water Worlds project. The member's guide describes activities for exploring the physical and biological environments of water worlds. The section on the physical environment gives background information, provides instructions for measuring water temperature, water depth, current speed, and turbidity and lists materials needed for activities. The section on the biological environment provides similar information for activities involving the observation and collection of aquatic plants and animals. The member's guide also contains: (1) a list of other activities; (2) reproducible water world activity records; and (3) references consisting of books, field guides, and activity sources. Supplementary materials in the folder include instructions for establishing freshwater acquariums and for creating saltwater aquariums in a jar, specialized aquariums, and breeding fish. An activity sheet explains the technique of Japanese fish printing. Water world activity record sheets are also enclosed. (KS)

EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Childrens Rights; *Community Control; Community Schools; Educational Change; *Educational Environment; Elementary Secondary Education; Experiential Learning; Folk Schools; *Home Schooling; *Nontraditional Education; Participative Decision Making; *Small Schools; Theory Practice Relationship
IDENTIFIERS- *SKOLE (Journal)

Beginning in the mid-1960s, thousands of small alternative schools sprang up across the United States and Canada. These schools varied widely in programs and policies, but common factors among them were a disenchantment with conventional schooling, a desire to reform education, and (frequently) the belief that schools should be controlled by the population served, including children. The National Coalition of Alternative Community Schools was formed in 1976. Its journal from 1985 to 1990 was SKOLE (from a Greek word for the type of dialectical activity conducted by Socrates). This volume contains selected articles published during that period. Six articles profile small alternative schools: Shaker Mountain School (Burlington, Vermont); Sudbury Valley School (Framingham, Massachusetts); Metropolitan School of Columbus (Ohio); the Free School (Albany, New York); L'Ecole d'Humanite (Goldern, Switzerland); and Central Park East (New York, New York). Other articles and reprints discuss teaching the American Constitution; child-adult relationships in learning situations; alternative schools in early America; a high school student's perspective on alternative versus conventional education; community-building processes in a national coalition of educators; homeschooling, experiential learning, and the vision of John Holt; children's theater as education; refuting Gardner's theory of multiple intelligences; peace education; what's wrong with public education; the outdoors as "school"; movement education; teaching, learning, and schooling in the works of Piaget, Skinner, and Dewey; and comparisons of learner outcomes of children schooled at home and in school. Also included are four poems and three book reviews. (SV)

ED 356 931 RC 019 108

Tonemah, Stuart A.
The American Indian Teacher Training Program: The Next to Last Piece of the Puzzle.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 18 Nov 92
NOTE- 17p.; Paper presented at the National Indian Education Association Conference (Albuquerque, NM, November 17-20, 1992). For an earlier related paper, see ED 331 656.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Alaska Natives; American Indian Education; *American Indians; Elementary Secondary Education; *Gifted Disadvantaged; Higher Education; Masters Programs; *Minority Group Teachers; *Teacher Characteristics; *Teacher Education
IDENTIFIERS- *American Indian Teacher Training Program

The American Indian Teacher Training Program (AITTP), a Masters of Education program, aims to train American Indian and Alaska Native teachers to teach American Indian and Alaska Native gifted and talented students and to dispel stereotypes of these

For a related article, see SE 053 044.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Family Influence; Foreign Countries; Individual Characteristics; *Institutional Characteristics; *Performance Factors; School Demography; Science Education; Secondary Education; Secondary School Students; *Sex Differences; *Single Sex Schools; *Socioeconomic Influences; Student Attitudes
IDENTIFIERS- Australia; *School Effects; *Science Achievement; Second International Science Study

The assertion that girls and boys in single-sex schools outperform their peers attending coeducational schools was investigated in this study with particular reference to physics achievement. The relationship between the school, the home and the student's performance in physics was also explored tentatively using multilevel analysis. The average home background (called the socioeducational level in this study) was found to contribute towards student achievement to a greater extent when compared with such school effects as school type and the sex composition of the school. The importance of the use of the multilevel model in estimating microparameters such as sex differences, as well as macroparameters such as school type, is illustrated in this study by the significant influence of the school aggregate variable, socioeducational level. This is a preliminary report describing some of the school and home effects influencing student performance using multilevel statistical methodology. A list of 28 references is included. (Author)

ED 356 948 SE 053 061

Sakamoto, Takashi
Promotion of School Children's Invention in Japan.
PUB DATE- 10 Jun 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Creativity; Elementary Secondary Education; *Extracurricular Activities; Foreign Countries; *Inventions; Patents; Problem Solving; *Science Clubs; *Science Education; Scientific Concepts
IDENTIFIERS- *Japan; Science Process Skills

In the late 1980s an American newspaper reported that by one measure--the number of patents cited by successive inventors--Japan overtook the United States in the number of inventions produced during the 1970s. The reasons for this are not clear, but educational efforts promoting creative behaviors in school children are probably essential and should not be neglected. This document describes two examples of these efforts: (1) the Contest of School Children's Invention and (2) activities in the Invention Clubs for Boys and Girls. The Contest of School Children's Inventions is for primary, middle, and high school students. The Imperial Prize (top honors) was given to primary school students in 1986, 1987, and 1988. The inventions of the Imperial Prize winners for these years are described in detail and a chart listing all the grand prizes from 1986 through 1989 is also provided. The first invention club was opened in 1974 to foster the potential creativity originally possessed by youngsters, to stimulate their imagination, and to help them develop a scientific idea. The largest club (1500 members) is

ED 356 966 SE 053 455

Solid Waste Activity Packet for Teachers.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Consumer Education; Environmental Education; Junior High Schools; Learning Activities; Lesson Plans; *Recycling; *Science and Society; Science Education; *Solid Wastes; Teaching Guides; Teaching Methods; Units of Study; Values; Waste Disposal
IDENTIFIERS- Environmental Impact; *Environmental Issues; Illinois; Packaging; Social Impact

This solid waste activity packet introduces students to the solid waste problem in Illinois. Topics explore consumer practices in the market place, packaging, individual and community garbage generation, and disposal practices. The activities provide an integrated approach to incorporating solid waste management issues into subject areas. The activity packet is divided into six sections: (1) introductory activities; (2) reduce; (3) reuse; (4) recycle; (5) residue: landfill incineration; and (6) teacher resources. Each lesson provides the organizing concept, objective, method, materials, subjects, skills, time, resources, vocabulary, background, leading question, procedure, evaluation, extensions, and original source. The teacher resource section contains a glossary, state learner goals, additional resources and reproducible pages for overhead projection. (Author/MCO)

ED 356 967 SE 053 456

All "Trashed" Out: An Activity Guide to Solid Waste Management for Grades K-6.
SPONS. AGENCY- Illinois State Dept. of Energy and Natural Resources, Springfield.
PUB DATE- Feb 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Consumer Education; Elementary Education; Environmental Education; Instructional Materials; Learning Activities; Lesson Plans; *Recycling; Science Education; *Solid Wastes; Teaching Methods; Units of Study; Values; Waste Disposal
IDENTIFIERS- Environmental Impact; *Environmental Issues; Illinois; Packaging; Social Impact

This activity guide, specifically designed for Illinois classrooms but adaptable for other states, seeks to encourage primary students to make their own personal statement and responses to the environment through increased awareness of reducing, reusing, recycling, and composting of solid waste materials. The activities incorporate environmental topics related to solid waste management in an integrated approach for math, science, and social studies. For each lesson plan the time needed, objectives, corresponding state goals, background information, materials, preparation, procedure, extension activities, and evaluation techniques are specified. Sources

American student population in grades seven and eight, and both are magnet schools. The teacher has had a longstanding interest in bringing Africa into the social studies curriculum. By using geography, economics, and language skills, students educate themselves and experience social studies in a fresh manner. The paper provides guidelines for middle school teachers in methods of social studies application and gives specific information on planning and implementing the African trip. Specific information concerns activities, goals and objectives, a general overview, procedures, support resources, a model for student activity, Swahili vocabulary terms, and a list of African wildlife. (DB)

ED 356 988 SO 022 833

Flinders, Neil J.
Values, Morality, and Religion in the School. Education Guidelines Series Monograph #1.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Elementary Secondary Education; *Ethical Instruction; *Moral Values; *Public Education; *Religion Studies; *Student Development

Many people are anxious about values, morality, and religion in the schools. Business, political, religious, and educational leaders are concerned; confusion is widespread. This document aims at assisting interested parties to understand better the source of some of the difficulties faced by parents, school board members, teachers, legislators, and others who confront these difficulties. It also offers suggestions to those who desire to foster traditional American values, and argues for replacing the view that all value choices may be correct with principles of right and wrong that transcend personal desires or social norms. The paper is divided into three parts: (1) "What Is the Problem? (Questions and Answers)"; (2) "How Did the World Get To Be Like This? (Understanding the Modern Context)"; and (3) "What Can I Do to Foster Traditional American Values? (Constructive Steps that Make a Difference)." Twenty-eight endnotes are included. (Author/LBG)

ED 356 989 SO 022 860

Tuttle, William M., Jr.
Pearl Harbor and America's Homefront Children: First Fears, Blackouts, Air Raid Drills, and Nightmares.
PUB DATE- 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Pacific Coast Branch of the American Historical Association (84th, Kona Coast, HI, August 17, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Children; *Historiography; Social History; *United States History; War; *World War II
IDENTIFIERS- *Pearl Harbor

In conducting research about U.S. homefront children during the Second World War, a professor of history wrote to the 100

Clark, Richard W.
Partner Schools Directory.
PUB DATE- Dec 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College School Cooperation; Educational Finance; Educational Objectives; Elementary Secondary Education; Governance; Higher Education; National Surveys; *Profiles; Program Descriptions; *School Role
IDENTIFIERS- *National Network for Educational Renewal; *Partner Schools; Professional Development Schools

A partner school simultaneously provides: (1) an exemplary education for a segment of K-12 children, (2) internships and other educational experiences for prospective teachers and administrators, and (3) continuing education for members of the profession. School districts and institutions of higher education are jointly responsible for governance and funding. Partner schools are also known as professional development schools, professional practice schools, and professional development centers. The Center for Educational Renewal at the University of Washington surveyed institutions in California, Connecticut, Colorado, Hawaii, Maine, Massachusetts, New Jersey, Ohio, South Carolina, Texas, Utah, Washington, and Wyoming which are members of the National Network for Educational Renewal, requesting information on the institutions' partner schools. The descriptions provided by the institutions are presented in this directory. The following information is given for each partner school listed: school name; grade levels; address; phone; principal name; school district; name, address, and phone number for university contact person; scope of mission; governance; and funding. A separate list of contact persons for the partner schools, organized by university, is also included. (IAH)

ED 357 010   SP 034 429

Simola, Hannu
From Vocation to Profession or Just Surfing on the Reforms? Teacher Education Discourse in Finnish Committee Reports from 1922 to 1991.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Committees; *Discourse Analysis; *Educational Change; Educational History; Educational Theories; Elementary Education; Foreign Countries; Government Role; Higher Education; *Preservice Teacher Education; Professional Development; *Teacher Role
IDENTIFIERS- *Finland; *Professionalization of Teaching

This paper is presented as one stage of a dissertation project titled "Educational Reform as a Social Field: Structuration of Discourse in Teacher Education in Finland." It examines educational transformations and continuities through a discourse analysis of governmental committee reports on teacher education, focusing primarily on the years since the late 1960s and on primary school teacher education. Three discontinuities

Educational Finance; *Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Aid; *Federal Legislation; *Federal Programs; Higher Education; Racial Integration; School Desegregation; Sex Discrimination; Social Discrimination; Student Transportation
IDENTIFIERS- Congress 103rd; *Department of Education; Dependents Schools; National Center for Education Statistics

A compilation of 11 federal laws that pertain to education is presented. The following are included: (1) Department of Education Organization Act, with its six titles addressing general provisions; establishment of the department; transfers of agencies and functions; administrative provisions; transitional, savings, and conforming provisions; and effective date and interim appointments; (2) General Education Provisions Act, with its five parts covering the education division of the Department of Health, Education, and Welfare; appropriations and evaluations; general requirements and conditions concerning the operation and administration of education programs; advisory councils; and enforcement; (3) Inspector General Act of 1978; (4) Civil Rights Act of 1964, with Title IV (Desegregation of Public Education) and Title VI (Nondiscrimination in Federally Assisted Programs); (5) Age Discrimination Act of 1975; (6) Education Amendments of 1972, with Title VIII (General Provisions relating to the Assignment or Transportation of Students) and Title IX (Prohibition of Sex Discriminataion); (7) Elementary and Secondary Education Amendments of 1966, with Title I (Amendment to the Elementary and Secondary Education Act of 1965), Part H (Racial Imbalance and Compliance with Civil Rights Act of 1964); (8) Elementary and Secondary Education Amendments of 1969; (9) Education Amendments of 1974, with parts A and B of Title II--Equal Educational Opportunities and the Transportation of Students (Equal Educational Opportunities Act of 1974); (10) Education Amendments of 1978, with Title XIV (Overseas Defense Dependents Education) and Title XV (Miscellaneous Provisions, Part C--Miscellaneous Amendments, Effective Dates); and (11) National Summit Conference on Education Act of 1984. (LL)

ED 357 029 TM 019 636

Daniel, Larry G.
Predicting Teaching Performance: A Multivariate Investigation.
PUB DATE- Jan 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Grade Point Average; Higher Education; Knowledge Level; Multivariate Analysis; *Performance; *Predictor Variables; *Student Teachers; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Mississippi Teacher Assessment Instruments; NTE Core Battery; *Performance Based Evaluation; *Teacher Competency Testing

Previous research using various measures of teacher quality has largely failed to investigate the relationships among such assessment measures using multivariate procedures. Multivariate investigations are essential in studies of teacher competence because these methods view various competency variables in the larger contexts to which researchers generalize their results One approach to conducting such an investigation is

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Age Differences; Aural Learning; *Cognitive Style; Comparative Testing; *Elementary School Students; *Learning Modalities; *Preschool Children; Primary Education; *Student Reaction; Tactual Perception; Visual Learning
IDENTIFIERS- *Swassing Barbe Modality Index

The Swassing-Barbe Modality Index (SBMI) uses visual, auditory, and tactile inputs, but only reconstructed output, to measure children's modality strengths. In this experiment, the SBMI's three input modalities were crossed with two output modalities (spoken and drawn) in addition to the reconstructed standard to result in nine treatment conditions. Forty 4-year-old and 40 7-year-old children (half of each gender in each age group) from preschools and an elementary school in a suburban area of a southeastern city completed all of the study tasks. Teachers rated their visual, auditory, and tactile characteristics along a seven-point scale, and gave an overall ranking to the child. Only 1 child's strengths were the same in all 3 response modalities, 33 children's strengths were the same in 2 response modalities, and 46 children's strengths were different in all 3 response modalities. Results suggest that modality strength depends on response modality, that strengths and preferences are different, and that teachers' evaluations are unrelated to children's task performance. The lack of connection between the SBMI and achievement found in previous research may be due to the difference in response modality, given that the SBMI has relied on tactile characteristics, while achievement tests use written characteristics. One table and six figures illustrate the results. (SLD)

ED 357 049 TM 019 765

Danielson, Elizabeth Bull; And Others
Assessing Young Children. NASP Acquisition Series.
PUB DATE- 89
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Diagnosis; *Disabilities; Early Intervention; *Educational Assessment; Educational Diagnosis; Guidelines; *Handicap Identification; *Infants; Information Dissemination; Observation; Parent Participation; Preschool Education; *Psychological Testing; Questionnaires; Test Use; *Young Children

Because the assessment needs of young children and infants with handicaps are often quite different from those of the school-age populations with which child study teams have the most experience, this manual addresses issues relevant to the pre-kindergarten population. Chapter 1 provides an overview of general issues related to preschool assessment (assessment practices and planning, child influences on assessment, and test administration guidelines). Chapter 2 describes the use of observation techniques as an assessment tool (observations to check test data or assess functional skills, behavioral observation, and observing parent-child interactions). Chapter 3 focuses on parent and family involvement in the assessment freeing time and energy for data interpretation instead of maintenance. One table presents open-ended survey items from the study. Appendix A is the response analysis conceptual map, and Appendix B lists student and parent responses to both surveys. (SLD)

ED 357 068 TM 019 847

Klockars, Alan J.; Hancock, Gregory R.
An F-Enhanced Stagewise Protected Procedure for Testing a Complete Set of Planned Orthogonal Contrasts.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Computer Simulation; *Hypothesis Testing; Mathematical Models; Monte Carlo Methods; Probability
IDENTIFIERS- F Test; *Multiple Comparisons; Null Hypothesis; Omnibus Tests; Orthogonal Comparison; Power (Statistics); *Stagewise Protected Procedure; Type I Errors

The challenge of multiple comparisons is to maximize the power for answering specific research questions, while still maintaining control over the rate of Type I error. Several multiple comparison procedures have been suggested to meet this challenge. The stagewise protected procedure (SPP) of A. J. Klockars and G. R. Hancock tests null hypotheses sequentially, with each stage of testing preceded by an omnibus F-test on the remaining between-group variability. A modification of this SPP is proposed and tested through a Monte Carlo simulation. A redirection of the Type I error rate in protected tests is proposed to be an indirect reference to the probability that both the omnibus and contrast null hypotheses will be rejected. Simulation results indicate that the proposed adjustment of the alpha-level for the stagewise omnibus F-tests appears to provide the needed power to the original SPP where it was previously weak, and does so without increasing the Type I error rate for the experiment beyond the nominal alpha-level. Two tables present analysis results. (SLD)

ED 357 069 TM 019 848

Katz, Elinor
A Critical Analysis of Interview, Telephone, and Mail Survey Designs.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Comparative Testing; Confidentiality; *Interviews; Literature Reviews; *Mail Surveys; *Research Design; *Researchers; Research Methodology; Response Rates (Questionnaires); Responses; *Telephone Surveys; Test Bias
IDENTIFIERS- *Focus Groups Approach; Researcher Subject

Ability; Test Reliability; *Test Use; Test Validity; Visual Perception
IDENTIFIERS- *Ravens Coloured Progressive Matrices; Subtests

The inter-subject/intra-subject subtest patterns (profiles) of the same sample of gifted children were examined based on factors found in a previous study of the Raven Coloured Progressive Matrices Test (CPM) that investigated structural properties with specific application to a sample of gifted children. The sample consisted of 166 children (78 females and 88 males) aged 37 months to 137 months who had been observed to be performing at accelerated levels of ability. An examination of the CPM subtests derived from the three factors identified in an earlier study confirms the impression that the CPM is an internally consistent measure that seems to assess one trait with three potentially related facets. The CPM appears to have three identifiable visual-spatial abilities, and children do show intra-individual variations in the subtest pattern, although in most cases the variation is not excessive. Findings with these gifted children are consistent with those for a sample of normal children. Ten tables present study data. (SLD)

ED 357 088 TM 019 867

Stallings, William M.
Return to Our Roots: Raising Radishes To Teach Experimental Design.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; Data Analysis; Data Collection; Decision Making; Education Majors; Fertilizers; *Graduate Students; Higher Education; Nursing Education; Plant Growth; *Research Design; Research Reports; Science Education; *Science Experiments; Scientific Methodology; *Statistics; *Student Projects; *Teaching Methods

To provide practice in making design decisions, collecting and analyzing data, and writing and documenting results, a professor of statistics has his graduate students in statistics and research methodology classes design and perform an experiment on the effects of fertilizers on the growth of radishes. This project has been required of students in a graduate-level class in statistics and design in each of the last three times the professor has taught the course. Students in the class are typically working toward advanced degrees in education or nursing, and many have weak backgrounds in science. An informal evaluation based on 7 written comments from student course evaluations and 32 student reports indicates that students learn from the project and meet at least the minimal expectations, although only a few go beyond the minimal statistical requirements. Several changes are planned to enhance the project as a teaching tool. Two tables present procedural details and the frequency of design and treatment decision. (SLD)

ED 357 089 TM 020 256

Annual Evaluation Report: Fiscal Year 1991.
PUB DATE- 92
NOTE- 731p.

procedures. Appendixes B, C, D, E, and F provide narrative descriptions and data tables on which chapter 4 is based ("The Pervasiveness of Risk"). Includes 111 endnotes and 43 data tables. (RLC)

ED 357 106 UD 029 165

Frymier, Jack; And Others
Assessing and Predicting Risk among Students in School. Final Report, Phi Delta Kappa Study of Students At Risk. Volume 2.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 343p.; For a related document, see UD 029 164.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; Case Studies; *Disadvantaged Youth; *Economically Disadvantaged; *Educationally Disadvantaged; Graphs; *High Risk Students; Minority Group Children; *Predictor Variables; Risk; Secondary Education; Secondary School Students; Sociocultural Patterns; Statistical Data; Tables (Data); Urban Youth
IDENTIFIERS- *Study of Students at Risk (Phi Delta Kappa)

The Phi Delta Kappa Study of Students At Risk assessed who is at risk, what puts students at risk, what schools are doing to help those students, and how effective these efforts are. Data were provided on at-risk students in 85 U.S. and Canadian communities by teachers who knew each student best and had access to a student's school records. This document describes the study and efforts to validate a scale for use in predicting risk among young people. It displays data on 21,706 students in 99 tables and 170 graphs, most of which are incorporated in 11 appendixes. Some data are included about how the 276 study schools were selected and how data about students were collected. Chapters describe previous reports of the study and the analysis approach; an attempt to assess risk among young people and to predict instances of further risk over a 2-year period; and a framework for interpreting data collected about young people in the 276 study schools. Appendixes, which comprise the major part of the document, include detailed instructions that researchers used to identify study schools; instruments used to collect information about principals, teachers, and students; an instrument used to collect follow-up information about 739 students 2 years later; an experimental version of a risk scale; and supportive statistical data. (RLC)

ED 357 107 UD 029 167

Schwartz, Ira M., Ed.
Juvenile Justice and Public Policy: Toward a National Agenda.
PUB DATE- 92
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; *Agenda Setting; Childrens Rights; Crime Prevention; Decision Making; *Delinquency; *Disadvantaged Youth; Ethnic Groups; Juvenile Courts; Juvenile Gangs; *Juvenile Justice; National Surveys; *Policy Formation; Racial Differences; Sex Differences; *Social Values

Some of the most critical and troubling issues in juvenile justice are addressed to serve as a catalyst and resource for

Alternative Basic Comprehensive Program (Project A.B.C.). Special Alternative Instructional Program. 1991-92 Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 19p.; For the 1990-91 report, see ED 346 219.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Bilingual Education Programs; Career Exploration; Curriculum Development; Dropout Prevention; *English (Second Language); High Schools; *High School Students; Hispanic Americans; Immigrants; *Limited English Speaking; Native Language Instruction; *Nontraditional Education; Parent Participation; Program Evaluation; Urban Schools
IDENTIFIERS- Asian American Students; Language Minorities; New York City Board of Education; *Project ABC NY; Subject Content Knowledge; Transitional Bilingual Education Programs

The Alternative Basic Comprehensive Program (Project ABC) was a special alternative program for bilingual high school students in New York City. The project targeted two high schools with an influx of newly arrived immigrant students from Cambodia, Vietnam, and Spanish-speaking countries of the Caribbean and South America. The program was designed to provide students of limited English proficiency with instruction in English as a Second Language (ESL). Native language arts instruction was available in Spanish only in content areas. The project also aimed to develop student and parent career awareness. The project, which enrolled 180 males, 180 females, and 21 students with gender not reported, was fully implemented, and met its objectives in ESL, career development, occupational aspirations, attendance, dropout rate, staff development, the development of an ESL curriculum guide, and parental involvement. It partially met its objectives for content areas and partially met curriculum development objectives. Recommendations are made for the following year. One improvement will be a bilingual Russian class. Appendix A describes data collection and analysis, and Appendixes B and C describe implementation at the two sites. (SLD)

ED 357 127 UD 029 207

Derewetzky, Solomon
Chinese Opportunities in Career Education (Project CHOICE). Transitional Bilingual Education Program, 1991-92. Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Career Education; *Chinese; Chinese Americans; *Cultural Awareness; Curriculum Development; High Schools; *High School Students; Native Language Instruction; Outreach Programs; Parent Participation; Program Evaluation; Staff Development; Urban Schools; *Vocational Education
IDENTIFIERS- Language Minorities; New York City Board of Education; *Project CHOICE NY; Subject Content Knowledge; Transitional Bilingual Education Programs

Project Chinese Opportunities in Career Education (Project CHOICE) was evaluated under the Elementary and Secondary Education Act, Title VII. Project CHOICE was designed to serve (legislative) libraries, and university libraries. The papers are: (1) "Seeking Alternatives to National Libraries" (E. W. B. Williams); (2) "The Role of National Library as a Bibliographic Centre in a Multi-Lingual Situation: The Indian Context" (K. Dasgupta); (3) "Developmental Strategies of Computerized Legislative Information Services" (K. M. Ku); (4) "The Russian Parliamentary Library: Its History, Functions and Proposed Automation" (J. Shraiberg); (5) "Rethinking a Library: Knowledge for Legislators and the Library of Congress of Chile" (X. Feliu, M. Delano); (6) "Parliament of India and Information Management" (C. K. Jain); (7) "Information Services in a University Library--Will the 21st Century Bring Us Anything Different or Will It Be More of the Same" (A. J. Evans); (8) "The Changing Role of the University Library--Crafting a More Effective Role for the Library" (F. K. Groen); (9) "University Libraries in India" (K. A. Isaac); (10) "Library and Reference, Research, Documentation and Information Services to Members of Parliament in India" (G. C. Malhotra); (11) "Tripura Legislative Assembly Library: A Study" (S. Debnath); (12) "Library and Information Services in Andhra Pradesh Legislative Assembly" (S. S. Rajamani); (13) "Library Reference and Research Services in Rajasthan Legislative Assembly" (C. P. Gupta); (14) "The Needs of University Libraries in Developing Countries" (G. G. Allen); and (15) "The Finnish Universities' Research Database Project" (P. Kytomaki). (SLD)

ED 356 787   IR 054 478

IFLA General Conference, 1992. Division of Management and Technology: Audiovisual Media (RT); Section on Library Services to Multicultural Populations; Section on Library Buildings and Equipment; Section on Information Technology; Management of Library Associations (RT); Section on Statistics. Papers

PUB DATE- Sep 92

NOTE- 168p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.

LANGUAGE- English; French

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiovisual Aids; Computer Software; Foreign Countries; Information Management; *Information Technology; Librarians; *Library Administration; *Library Automation; Library Development; Library Equipment; Library Facilities; Library Services; Nonprint Media; Statistical Data; Talking Books; Technological Advancement

IDENTIFIERS- Africa; Asia; Great Britain; India; International Federation of Library Associations; South America; USSR

Eleven papers delivered at the annual meeting of the International Federation of Library Associations and Institutions for the Division of Management and Technology are presented. Some were presented at a roundtable on audiovisual media, and others are from sessions on library buildings and equipment, information management, and statistics in library management. The following papers are included: (1) "Sound Archives in All India Radio" (H. M. Joshi); (2) "International Market for Spoken Books" (V. Arora, I. Bell, and M. Jenkins); (3) "Talking Books in Arabic, Kurdish, Turkish, and Urdu" (S. Tastesen); (4) "Library Building in the Tropics: The Saint Martin Experience' (B. Hodge); (5) "Model Architectural Design of a Library: Advantages and Defects of the Soviet Experience" reevaluation procedures, including policy statements; the person to whom a reevaluation request is directed; information meetings; the reevaluation committee; the reevaluation process and timeline; open hearings; status of resources during the process; criteria for reevaluation; decision of the reevaluation committee; application of the decision; and appeal. Various documents needed for the process are appended. (Contains 7 references.) (ALF)

ED 356 805 JC 930 040

Kysilka, Marcella; Zapico, Silvia
The Quasi-Mastery Learning Instructional System for Community College Chemistry.
PUB DATE- May 92
NOTE- 24p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Chemistry; *College Science; Community Colleges; Educational Improvement; Formative Evaluation; Program Effectiveness; *Program Evaluation; *Science Course Improvement Projects; Science Curriculum; *Science Education; Success; Summative Evaluation; *Teacher Student Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- Quasi Mastery Learning System

In an effort to improve communication and interaction between students and instructors, improve the presentation of course material, and assess the cognitive development of students, a Quasi-Mastery Learning System (QMLS) of instruction was developed for a community college course in General Chemistry (GC). The QMLS incorporates eight features: conceptual organizers presented before topics, direct and indirect class interaction, a non-threatening class environment, incorporation of educational goals into lectures, prescriptive remediation, formative evaluations for feedback, summative evaluations to measure progress, and class demonstrations. To assess the effectiveness of the system, characteristics and outcomes for 116 students enrolled the QMLS GC course were compared to those of 111 students enrolled in a GC course utilizing a traditional lecture format. In addition, an affective evaluation survey was administered to the QMLS students, of whom 88 returned usable responses. Results of the assessment included the following: (1) analysis of the overall lecture grades of QMLS students showed that their performance was significantly better than that of the traditional students; (2) 13.8% of QMLS students withdrew, compared to 20.7% of the traditional students; and (3) 89.8% of respondents to the affective evaluation felt the educational objectives of the QMLS class were clearly defined, 86.4% thought that the class environment was conducive to learning, and 77.3% felt that higher grades were achieved because of QMLS. Data tables and graphs are appended. (MAB)

ED 356 806 JC 930 154

Trombley, William H.
Public Policy by Anecdote: The Case of Community College Fees.
PUB DATE- Apr 93

encourages the participation of employees and students in the formulation, implementation, and review of college goals, policies and procedures, and the campus community is generally well-informed of the issues affecting the college. The CLC governance system has provided considerable feedback and generated ideas and programs, including the establishment of a new system for student evaluation, research and planning of a mentoring program, and a review of admissions requirements. (MAB)

ED 356 821 JC 930 228

The University and Community College System of Nevada. Faculty Workload Study, Fall 1992.
PUB DATE- Apr 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; *Faculty Workload; Financial Exigency; *Full Time Faculty; Higher Education; Public Service; Scholarship; State Surveys; *Teacher Student Ratio; *Teaching Load; Universities; Working Hours
IDENTIFIERS- *University and Community College System of Nevada

In response to declining state resources, institutions often increase faculty/student ratios and teaching loads to help balance budgets. In order to gain a clearer sense of the consequences of such courses of action, the University and Community College System of Nevada (UCCSN) undertook a survey of the total workload of all full-time instructional faculty employed during the fall 1992 semester. In the survey, faculty were asked to report the average amount of time per week they devoted to teaching, research, and service activities. Survey findings, based on a 90% response rate, included the following: (1) community college faculty reported spending an average of 59.9 hours per week on professional activities, while university faculty reported an average of 58 hours per week; (2) all UCCSN faculty spent the majority of their time in teaching and teaching-related activities, with community college faculty spending 45.8 hours per week and university faculty spending 35 hours per week; (3) community college faculty spent 16 hours per week in the classroom and taught approximately 5 courses and 107 students per semester; (4) university faculty spent 9.2 hours per week in the classroom and taught approximately 3 courses and 76 students per semester; (5) community college faculty reported spending an additional 6 hours per week on research/scholarship activities, 6.7 hours on internal service, and 1.6 hours on public service; and (6) university faculty reported spending an additional 14.5 hours per week on research/ scholarship, 6.8 hours on internal service, and 1.6 hours on public service. The survey instrument is appended. (BCY)

ED 356 822 JC 930 229

Jarrett, Carole, Comp.; And Others
Results of the 1992 State-Wide Business and Industry Survey.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 194p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (Title II, Part

degree, and 21.3% were unsure of their plans to transfer. The survey instrument and data tables are included. (MAB)

ED 356 838 JC 930 246

Kalick, Rosanne, Ed.
Community College Libraries: Centers for Lifelong Learning.
PUB DATE- 92
NOTE- 208p.; For a book on community college reference services, see JC 930 247.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Libraries; College Libraries; Community Colleges; Educational Media; Educational Trends; *Learning Resources Centers; *Librarians; *Library Administration; *Library Development; Library Facilities; Library Instruction; Library Standards; Rural Education; Teacher Attitudes; Technical Institutes; Two Year Colleges; Urban Education

Written by library professionals in the United States and Canada, this book examines issues affecting community college librarians in urban, rural, and suburban settings. The 10 articles included in the book are: (1) "Patterns of Excellence," by Rosanne Kalick, which reviews the history of community college libraries and discusses achieving excellence in two-year college libraries; (2) "The Effective Learning Resources Center Manager for the 1990's," by Antoinette M. Kania; (3) "Excellence at the Urban Community College Library," by Ngozi P. Agbim; (4) "Community College Libraries: Electronic Bridges to Rural America's Future," by Edwin R. Rivenburgh; (5) "Technical College Libraries: On the Cutting Edge," by Judy Jorgensen and Ruth Ahl; (6) "Library Resource Centres in Canada," by Alan Dyment; (7) "The Community College Library: A Faculty Perspective," by William V. Costanzo; (8) "Towards Excellence in Bibliographic Instruction: A Practical Approach," by Gloria B. Meisel; (9) "Identity of Community College LRCs: Divergent or Convergent?," by Margaret Holleman and Annette Peretz, examining changes and trends in two-year college learning resources centers; and (10) "Futures: The Continued Search for Excellence," by Camila A. Alire and Alice Beverley Gass. An appendix provides the Association of College and Research Libraries' detailed "Standards for Community, Junior and Technical College Learning Resources Programs." Brief biographies on the contributors, an index, and references to each article are included. (PAA)

ED 356 839 JC 930 247

Katz, Bill, Ed.
Community College Reference Services: A Working Guide for and by Librarians.
PUB DATE- 92
NOTE- 371p.; For a book on community college libraries, see JC 930 246.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; Bibliographic Databases; Bibliographic Utilities; Community Colleges; Computer Uses in Education; *Learning Resources Centers; *Librarians; *Library

(social, emotional, cognitive, psychological, speech, physical, and cultural), and all subjects displayed behaviors related to severe separation anxiety. Children's behavior was measured by the Social Skills Checklist, and an anecdotal record of each child's behavior was maintained. Techniques used to alleviate separation anxiety included: (1) displaying photographs of the child's family; (2) informing children of their parents' location; (3) playing an audio tape of each child's parent reading a familiar story or singing a song; (4) encouraging children to build houses with building blocks and to pretend to come to school; (5) helping children plan for each day's departure; (6) encouraging children to take home classroom objects, which served as transitional objects; and (7) being sensitive to separation anxiety indicators, including crying, refusing to eat, and thumb-sucking. Upon completion of the 12-week implementation period, analysis revealed that all children separated from their parents had participated in the entire early childhood classroom routine, on a daily basis, without displaying separation anxiety behaviors. (MM)

ED 356 856 PS 021 062

The Americans with Disabilities Act and Head Start: Practical Strategies for Developing Compliance Plans.
PUB DATE- 92
NOTE- 40p.; A publication of the Great Lakes Resource Access Project (RAP).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Check Lists; *Disabilities; *Equal Opportunities (Jobs); *Federal Regulation; Preschool Education
IDENTIFIERS- *Americans with Disabilities Act 1990; *Project Head Start; Telecommunication Devices for the Deaf

This issue of the "Quarterly Resource" reviews the Americans with Disabilities Act (ADA) and the act's implications for Head Start programs, and offers suggestions for developing plans for complying with the provisions of the act. After a brief introduction, an overview of ADA is presented, followed by several examples and cost estimates of reasonable accommodations. Aspects of Title I (the section of the act that focuses on employment) and Title III (the section of the act that focuses on the elimination of physical and communication barriers in the community) are discussed in a question and answer format. Four symbols used to indicate facilities or services for the disabled are shown. The publication also includes information about how to use a telephone device for the deaf or a text telephone to communicate with hearing people. A checklist for identifying accessibility problems in existing facilities, strategies for developing a plan for complying with the ADA's provisions, and guidelines for planning meetings or conferences are also provided. (MM)

ED 356 857 PS 021 089

Child Care Reform Consultation Infopack = Consultation sur la reforme des services de garde d'enfants. Trousse d'information.
PUB DATE- 92
NOTE- 25p.; For a summary of public meetings and round table discussions, see PS 021 090.

DESCRIPTORS- *Childhood Interests; *Infants; Naturalistic Observation; Parents; *Preschool Children; Preschool Education; *Sex Differences
IDENTIFIERS- *Child Infant Relationship; Nurturance

Previous research in laboratory settings has found that preschool girls show more interest in babies than do preschool boys. To validate these findings in natural settings, 71 children at 3 and 5 years of age were observed by their parents as the children interacted with babies in their daily lives. Each child was observed with three different non-sibling infants. Parents answered three multiple choice questions about the percentage of time that the child interacted with the baby, the degree of interest shown in the baby, and the amount of nurturance shown to the baby. In addition, the parents recorded child behaviors, such as kissing, talking to, playing with, helping, touching, or holding the baby. The parents also indicated the baby's age and gender, and described the setting and others present. Prior to observing their children with the babies, the parents completed questionnaires soliciting demographic information and information about their child's temperamental characteristics. The study found that girls spent more time with, showed more interest in, devoted more nurturance toward, and interacted more with babies than did boys, particularly among the 5-year-old children. Children without younger siblings interacted more with the babies than did children with siblings. (AC)

ED 356 875 PS 021 282

Cosgrove, Maryellen S.
Inside Learning Centers.
PUB DATE- 31 Aug 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Environment; Cooperative Learning; Discovery Learning; Elementary Education; Humanistic Education; *Learning Centers (Classroom); Skill Development; Thematic Approach
IDENTIFIERS- Learning Environment

Learning centers are areas in a classroom, such as a corner in the room, that define a specific focus or afford a unique learning opportunity. Learning takes place when students reinforce skills by using the skills in interesting, meaningful, relevant, and social contexts. Learning centers can aid this reinforcement by giving students opportunities to participate in thought-provoking activities and by stimulating curiosity within a cooperative setting. Learning centers serve both a curriculum-centered and a child-centered approach to learning. Learning center activities can be organized by skills, novel interests, or integrated themes. Thematic centers are usually the most popular for teachers and students alike. Many center activities are game-like in nature, focusing on luck rather than ability. All center activities should include an objective, a set of directions, and a means of evaluation. Space availability, time constraints, and student movement all will affect the organization of learning centers. Learning centers offer another way to incorporate portfolio assessment into the classroom. The teacher must also carefully evaluate the effectiveness of the individual learning centers. Thus, with organization and creativity, learning centers can be a valuable addition to classrooms. (HB) successfully interact with peers. Subjects were 56 families, each with a child between the ages of 4 and 6. Ten-minute interactions were videotaped as parents obtained information about a story previously heard by the child, and taught the child to play a video game. An assessment of children's interaction with their best friend (as identified by the mother) was obtained by audiotaping a 30-minute dyadic peer play session at the homes of the target children. Parenting styles and children's peer play with their best friend were coded. Analysis revealed that fathers' behavior affected how children engaged with others during play. Children of intrusive fathers more often expressed affect when interacting with peers; children of intrusive mothers expressed less positive affect during peer play. Results suggest that children may compensate for some negative parent-child interaction by making attempts to secure positive peer interaction with their best friends. No significant differences between the amount of affect or engagement displayed by either parents towards boys or girls were found. However, correlations indicated that fathers' affect related to boys' peer interaction skills, while mothers' negative affects and engagement appeared to be linked to girls' peer play. (MM)

ED 356 894 PS 021 358

Burman, Bonnie; Erel, Osnat
The Linkage between Marital Quality and the Parent-Child Relationship: A Meta-Analysis.
PUB DATE- Mar 93
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Children; Emotional Response; Family Life; *Marital Satisfaction; *Meta Analysis; *Parent Child Relationship; Research Methodology
IDENTIFIERS- Marital Discord; *Marital Quality; *Moderator Variables

This study used meta-analysis to explore the magnitude and direction of the linkage between marital and parent-child relations. The study also assessed variables that might moderate this association or provide insight regarding possible mechanisms responsible for such an association. A search of electronic databases provided 51 studies, including dissertations, for analysis. The analysis examined 12 moderator variables: (1) the operational definition of marital quality; (2) the operational definition of parent-child relationship; (3) parent gender; (4) child gender; (5) parent/child gender; (6) method of assessment; (7) timing of measurement; (8) birth order; (9) developmental stage of the family life cycle; (10) child's versus adult's perspective; (11) family stress level; and (12) publication status. Meta-analysis revealed an overall positive relationship between the quality of marital and parent-child relationships. Overt marital conflict was more strongly related to the quality of the parent-child relationship than was marital satisfaction. The father-daughter relationship was more strongly associated with the marital relationship than were mother-daughter or mother-son relationships. Birth order was the only variable which did not moderate the association between marriage and parenting. (MM)

ED 356 913 RC 019 069

Cree Language and Culture 10, 20, 30: Program of Studies.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Education; *American Indian Studies; *Cree; *Cultural Education; Curriculum Guides; Foreign Countries; High Schools; High School Students; Language Acquisition; *Language Proficiency; *Native Language Instruction; School Community Relationship; Second Language Programs
IDENTIFIERS- Alberta; *Cree (Tribe); *Cultural Preservation

This curriculum guide outlines a program designed for Cree high school students in Alberta, Canada to study their Native language and culture. The curriculum is also appropriate for non-Native students. The first part of the guide, concerning philosophy and rationale, discusses the history of the Cree language and culture, stressing the importance of preserving Native culture through language. In the second part, general learner expectations are listed, including experience using the language, knowledge about language and language learning, and culture. In the third part of the guide specific learner expectations are detailed. Specifically, students will: (1) use the Cree language in situations where the Cree culture is explicit or implicit; (2) demonstrate an ability to apply general knowledge about language and language learning to their learning of the Cree language; and (3) demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values. The specific learner expectations are divided into 3 levels of proficiency (10, 20, 30) that move students from the skills required to interact in controlled or predictable situations to those requiring more spontaneous interaction. The cultural component of the program includes Cree values and emphasizes traditional practices such as story-telling and respect for Elders. The program also reflects the seasonal and cyclical nature that is manifested in Cree cultural beliefs and customs. The curriculum is community-based and promotes the involvement of Elders and community leaders in program delivery. (LP)

ED 356 914 RC 019 070

Blackfoot Language and Culture Program. A Curricular Program and Guide (Early Childhood Services-Grade 9).
PUB DATE- 91
NOTE- 215p.; On cover: Ni'tsiitapi'po'ahsina Kii Ni'tsiitapia'pii. For related documents, see RC 019 071-072.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Education; American Indian Languages; *American Indian Studies; *Bilingual Instructional Materials; *Cultural Education; Curriculum Guides; Elementary Secondary Education; Foreign Countries; *Language Acquisition; Language Proficiency; *Native Language Instruction; Second Language Programs
IDENTIFIERS- Alberta; *Blackfoot (Language); Blackfoot (Tribe); Cultural Preservation

students among their colleagues. American Indian Research and Development, Inc. (AIRD, Inc.) proposed to recruit, screen, and select 10 Indian teachers a year over 3 years. The program includes coursework in gifted education, appropriate assessment of Indian student gifts and talents, and Indian education. Various research and reports postulate needs for Native teacher recruitment programs and for higher education faculty who are sensitive to the needs of Native students. AIRD recommends that Indian teachers of the gifted and talented value intelligence and creativity, understand the implications of giftedness, and know how to nurture gifted Indian students. Over the past 3 years, AITTP graduated 28 students from the program. AIRD, Inc. plans to establish an American Indian Gifted and Talented Academy within the next several years. The document includes profile data on the AITTP participants during the years 1989-1992 and several AITTP course syllabi. (KS)

ED 356 932 RC 019 114

Miles, John C., Ed.; Watters, Ron, Ed.
Proceedings of the 1984 Conference on Outdoor Recreation: A Landmark Conference in the Outdoor Recreation Field (1st, Bozeman, Montana, November 1-4, 1984).
PUB DATE- 85
NOTE- 213p.; Prepared by the 1984 Conference on Outdoor Recreation Steering Committee. For selected individual papers, see RC 019 115-117.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Disabilities; Elementary Secondary Education; *Environmental Education; Higher Education; *Leadership; *Outdoor Activities; *Outdoor Education; Program Descriptions; Program Development; Recreational Activities
IDENTIFIERS- *Outdoor Leadership; *Outdoor Recreation

This document consists of materials presented at a conference organized by representatives of university outdoor programs to discuss issues and exchange ideas about outdoor topics. Twenty-six papers were presented: (1) "Conference on Outdoor Recreation for the Disabled: Breaking the Stereotype" (Tom Whittaker and Sheila Brashear); (2) "Aquatics: A Viable Program for High Level Quadriplegics" (Jan Brabant); (3) "Community Integration with an In-house Recreation Program" (Jan Brabant); (4) "Whitewater Rafting for the Disabled" (Ginny McKay); (5) "Scuba Diving: Mainstreaming the Disabled" (Scott Taylor and Jan Brabant); (6) "Kinsmen Camp Horizon Presentation" (Bob Davies); (7) "Wilderness Leadership Certification - Catch 22 - Assessing the Outdoor Leader: An Insoluble Problem?" (Bill March); (8) "Wilderness Educational Association Certification" (Kelly Cain); (9) "The Role of Academic Departments in Outdoor Recreation Programs" (Greg Simmons); (10) "Leadership and Cooperative Adventure Program" (Steve Leonoudakis); (11) "Access to Public Land: Permits and Prohibitions" (Jim Rennie); (12) "An Uncommon Adventure" (Jim Rennie); (13) "Beyond Outdoor Recreation" (Curt Shirer); (14) "The Challenge of Wilderness Management" (John Miles); (15) "Historical Perspectives of Outdoor and Wilderness Recreation Programming in the United States" (Ron Watters); (16) "A Reveiw of the Major Considerations for Trip Planning in Land Based Pursuits" (Paul Green); (17) "Selected Legal Aspects of University Outdoor Programs" (Dudley Improta); (18) "Networking: Cooperative Programming and Equipment Purchase" (James Loveless and Nancy Stephenson); (19) "Financing Outdoor Programs" (Jim Rennie);

the Kariya Invention Club for Boys situated in the Toyota Science Research Institute. There are 101 clubs in Japan and they cater mainly to students in the third grade of primary school through second grade in middle school. (PR)

ED 356 949 SE 053 101

Woloshyn, Vera E.; And Others
Using Elaborative Interrogation To Help Students Overcome Their Inaccurate Science Beliefs.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; Cognitive Measurement; *Cognitive Structures; Concept Formation; Grade 6; Grade 7; Junior High Schools; Junior High School Students; Knowledge Level; Learning Strategies; *Misconceptions; Recall (Psychology); Schemata (Cognition); Science Education; *Science Instruction; *Scientific Concepts; Scientific Literacy; Student Characteristics; Tables (Data); *Teaching Methods
IDENTIFIERS- *Interrogation; Ontario; *Refutation Text

One hundred and forty students in grades 6 and 7 were asked to process 32 science statements. Half of the statements were consistent with their prior knowledge, whereas the remaining facts were inconsistent with it. Half of the students were instructed to read the sentences for understanding (reading controls). The remaining students were instructed to use their prior knowledge to answer why each fact was true (elaborative interrogation). Two tests of recall (free and cued) and two tests of recognition (immediate and 14-day) followed. Experiment 2 subjects also completed 75-day and 180-day recognition tasks. Across all memory measures, elaborative-interrogation subjects performed significantly better than did reading-controls. The quality of the elaborative-interrogation study responses did not affect retention. All students recognized more belief-consistent facts than belief-inconsistent facts. Elaborative-interrogation subjects were less confident in their incorrect recognition selections than were reading controls who expressed great confidence in their erroneous answers. (Author)

ED 356 950 SE 053 102

Outstanding Science Trade Books for Children in 1990.
PUB DATE- 91
NOTE- 9p.; Reprinted from "Science and Children," March 1991, v28 n6.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Animals; *Annotated Bibliographies; Archaeology; Biological Sciences; Book Reviews; *Books; *Childrens Literature; Conservation (Environment); Earth Science; Elementary Education; Environment; Instructional Materials; Mathematics; Medicine; Physics; *Reading Materials; Science Education; *Science Instruction; Science Materials; Space Sciences; Technology
IDENTIFIERS- *Health Sciences

This annotated bibliography contains selected children's science trade books published in 1990. The books are aimed primarily at preschool to eighth grade and evaluated by a special book used to develop the activities are listed at the end of each activity. An annotated list of supplemental resources and a glossary of terms that can be used as vocabulary words are included in back of the book. (Author/MCO)

ED 356 968 SE 053 457

Bergandine, David R.; Holm, D. Andrew
Plastics in Perspective.
SPONS. AGENCY- Illinois State Dept. of Energy and Natural Resources, Springfield.
PUB DATE- Sep 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Consumer Education; Curriculum Guides; Environmental Education; High Schools; Junior High Schools; Learning Activities; Lesson Plans; Middle Schools; *Plastics; *Recycling; Science Education; *Solid Wastes; Teaching Methods; Units of Study; Values; Waste Disposal
IDENTIFIERS- Environmental Impact; *Environmental Issues; Illinois; Packaging; Social Impact

The materials in this curriculum supplement, developed for middle school or high school science classes, present solid waste problems related to plastics. The set of curriculum materials is divided into two units to be used together or independently. Unit I begins by comparing patterns in solid waste from 1960 to 1990 and introducing methods for plastics identification. The 11 lessons in the unit explore the raw materials of plastics, leads observations of what happens to plastic litter, and introduces alternatives to dumping, including incineration, reuse, and recycling. A community survey is proposed as a basis for developing a plan for recycling and waste reduction for the community. Biodegradable and photodegradable plastics are studied in unit II as the factors that cause degradable plastics to break down in the environment are explored. The unit describes several degradation tests that allow students to set up projects that monitor the rate of degradation for a variety of plastics. The lessons are specific to Illinois classrooms but may be adapted for other states. (MCO)

ED 356 969 SE 053 472

Meenen, Kimberly, Ed.; Goettel, Robin G., Ed.
Wetlands Are Wonderlands. Leader/Teacher Guide and Member/Youth Guide. 4-H Marine Education Series-1.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jan 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Definitions; Depleted Resources; Elementary Education; Environmental Education; Habitats; Instructional Materials; *Land Use; Laws; *Learning Activities; *Natural Resources; Teaching Guides; Values; *Water Resources; *Wetlands
IDENTIFIERS- 4 H Programs; Cooperative Extension Service

This guide, for a 4-H wetlands project, is designed for sixth to largest-circulation newspapers in the United States as well as 75 African-American, Hispanic American, and Jewish-American newspapers and magazines seeking letters from people who experienced the War as children. More than 1,500 letters were received dealing with an amazing variety of topics. One of the topics is the focus of this paper: the children's fears and nightmares following the attack on Pearl Harbor. The study quotes extensively from the letters concerning, for example, how children heard of the Pearl Harbor attack and their experiences during blackouts and air raid drills. It is noted that the traumas experienced by U.S. children during the War and the long-lasting impact of these experiences on many of the youngsters need to be acknowledged more widely. (DB)

ED 356 990 SO 022 877

Banks, Sarah J.; Weeks, Charles A.
Mississippi's Spanish Heritage: Selected Writings, 1492-1798.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Phil Hardin Foundation, Meridian, MS.
PUB DATE- Jun 92
NOTE- 201p.; Designed for use in teacher institutes funded by the NEH.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Heritage Education; *History Instruction; North American History; *Primary Sources; *Second Language Instruction; *Spanish; Spanish Americans; Spanish Speaking; State Curriculum Guides; *State History
IDENTIFIERS- *Columbian Quincentenary; Columbus (Christopher); *Mississippi

This anthology of Spanish-language documents is designed to help Mississippi teachers integrate language, literature, history, and culture into their classroom content. Beginning with Columbian voyages to the new world, these documents attempt to help students and teachers to see the various impacts the European encounter left on Mississippi. The anthology is organized into seven sections entitled: (1) "Early Documents and Observations Relating to the New World"; (2) "First Explorations into the Interior of the New World"; (3) "Later Expeditions into the Northern Gulf Region"; (4) "The Return of the Spanish to Mississippi"; (5) "Natchez, a Polygot Town of the Spanish Empire, 1779-98"; (6) "Spanish-Indian Relations: The Nogales Dispute, 1791-92"; and (7) "The Abbe Raynal's Critique of Empire--1770." Each document is written in Spanish, and is preceded by a brief introduction in English. Certain Spanish words are translated in the margins, and a series of questions follow each document. Biographical notes about some of the documents' authors and a bibliography are included. Prefatory material in English gives the historical context and a chronology. (DB)

ED 356 991 SO 022 900

Evans, Ronald W.
Meaning in History: Philosophy and Teaching.
PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1989).
LANGUAGE- English

in Finnish teacher education are identified and discussed: transformation from vocation to ought-to-be profession, transformation from moral conception of the ideal citizen to decontextualized and unquestioned goal rationalization, and transformation in occupational demands on the teacher from behavior to intentions. The relationship of the empirical study with various theoretical perspectives is then examined. These theoretical perspectives include knowledge and power, discourse structuration, professionalization, and social field. (Contains 37 references.) (JDD)

ED 357 011 SP 034 435

Weinstein, Mark
Educating for Development: Critical Thinking across the Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Cultural Context; *Developing Nations; *Educational Change; *Educational Philosophy; Educational Theories; General Education; Higher Education; Intellectual Disciplines; Literature Reviews; Position Papers; Preservice Teacher Education; *Role of Education
IDENTIFIERS- Postmodernism

At the center of the critical thinking movement is a far-reaching attempt at educational reform which sees critical thinking as a compelling educational ideal supported by moral concerns and practical considerations. This paper examines the theoretical basis for critical thinking and explores its component parts. The context of the discussion is a program of postsecondary educational reform that includes the renewal of teacher education as a central objective. Postmodernism and liberal education are discussed and related to critical thinking. standards; (3) teacher education issues specific to core subject countries to look closely at educational reform through critical thinking to determine its appropriateness to their own cultural and social context. It advances the argument that critical thinking offers an overarching framework for education that supports social, political, and ethical development, without requiring limiting concepts that inhibit tailoring education in appropriate context-specific ways. Critical thinking requires that students comprehend the rational basis upon which warranted authority rests, including the authority of expert points of and "Will Current Reforms Contribute to the Changes Needed?" Two wide range of judgments that they may be called to make as fully participating members of society. Replacing authority of source with critical judgment may be a particular problem in education that seeks to support development by utilizing practices imported from developed countries to developing countries. (IAH)

ED 357 012 SP 034 443

Corlett, Donna
The Two-Step Student Teaching Model: Training for Accountability.
PUB DATE- Jan 92
NOTE- 18p.
LANGUAGE- English

demonstrated through canonical correlation analysis of data from 496 student teachers enrolled at a comprehensive university in Mississippi. Measures of teacher knowledge, subtests of the National Teacher Examinations (NTE), and overall college grade point average (GPA) served as predictor variables. Measures of teaching performance, scores across several ratings on the Mississippi Teacher Assessment Instruments, and final student teaching grade served as criterion variables. The analysis yielded one statistically significant canonical root. Results suggest that the NTE subtest scores are not very good predictors of teaching performance, but that students' GPAs are relatively good predictors. (Author/SLD)

ED 357 030 TM 019 723

Digest of Education Statistics, 1992. Pocket Digest.
PUB DATE- Feb 93
NOTE- 13p.; For the complete digest, see ED 349 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Annual Reports; Educational Attainment; Educational Finance; Elementary Secondary Education; *Enrollment; *Expenditures; Federal Aid; Higher Education; High School Graduates; *National Surveys; Population Trends; *School Statistics; Tables (Data)
IDENTIFIERS- *Educational Information

The National Center for Education Statistics annually compiles data covering all aspects of education for its "Digest of Education Statistics." This pocket version presents an overview of education in the United States, with greater detail on elementary and secondary education, higher education, and population characteristics. The overview tables contain data for the 1970-71, 1980-81, 1985-86, and 1991-92 school years on enrollment, instructional staff, expenditures, and federal funds for education. Numbers of schools, enrollment, numbers of teachers, high school graduates, finances, and pupil-teacher ratios are summarized for elementary and secondary education. The higher education section lists numbers of colleges, enrollment, degrees conferred, and finances. The population characteristics reviewed are for the years 1960, 1970, 1980, and 1991; and they concern enrollment by eight selected age groups and educational attainment of persons over age 25 years. (SLD)

ED 357 031 TM 019 724

Smagorinsky, Peter; Coppock, John
Broadening the Notion of Text: An Exploration of an Artistic Composing Process.
PUB DATE- Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Art Expression; Art Products; *Cognitive Processes; Drug Rehabilitation; Freehand Drawing; Males; Nontraditional Education; *Nontraditional Students; Recall (Psychology); Semiotics; Short Stories; *Student Reaction; Thinking Skills; Writing (Composition)

process and on interviewing parents. Chapter 4 reviews measurement issues most often relevant in preschool assessment (definitions of terms, measurement concepts, and guidelines for test review). Chapter 5 discusses ways that assessment information can be conveyed to parents, agencies, and other professionals (staffing/feedback sessions and guidelines for written reports). Appendixes provide the following items: (1) regulations; (2) sample behavior observation forms; (3) a parent questionnaire (social and developmental history); (4) guidelines for clinical report preparation; and (5) notes on infant assessment. (SLD)

ED 357 050 TM 019 766

Gosselin, Hope Lynette
The Use of the Rorschach Inkblot Test in the Assessment of Object Relations: A Review of the Literature.
PUB DATE- Oct 92
NOTE- 89p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Educational Diagnosis; Literature Reviews; *Psychological Testing; Test Reliability; *Test Use; Test Validity; Theories; *Theory Practice Relationship
IDENTIFIERS- Exners Comprehensive System; *Object Relations; *Rorschach Test

Research in how the Rorschach Inkblot Test has been utilized in the assessment of object relations is reviewed. The review includes a critical examination of six areas: (1) constructs and concepts of object-relations theory represented in the research; (2) relevant Rorschach history and history; (3) characteristics of Rorschach-based, object-relations scales that have been developed; (4) validity studies of Rorschach-based scales; (5) diagnostic studies with Rorschach-based scales; and (6) the place of Exner's Comprehensive System in the assessment of object-relations. Emphasis is placed on reliability and validity issues of two prominent Rorschach-based, object-relations scales. Due to characteristics of these scales, of the research as a whole, and of Exner's Comprehensive System, the review concludes with a proposal on how the Comprehensive System can interface with Rorschach and object-relations research. Such an interfacing is proposed so that object-relations assessment can be brought more into the mainstream of popular Rorschach use. It is also proposed for the more exhaustive utilization of the instrument, with resulting benefits for diagnosis and treatment. (Contains 85 references.) (Author/AA)

ED 357 051 TM 019 767

Lett, Nancy J.; Kamphaus, Randy W.
Validation of the BASC Teacher Rating Scale by the BASC Student Observation Scale.
PUB DATE- Aug 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Classroom Observation Techniques; Classroom Research; Comparative Testing; Correlation;

Relationship; Survey Research

A critical analysis is presented of the literature as it relates to survey research, including personal interviews, telephone interviews, and mail questionnaires. Additional research concerns are explored, and a code of ethics for survey researchers is presented. Focus groups, interviews, long interviews, telephone interviews, and mail surveys are considered; and the advantages and drawbacks of each are noted. Other research concerns which have an impact on survey research include sources of error, the nature of bias, and response rates. The code of ethics for survey research emphasizes that subjects should volunteer their participation, and the researcher should assure that no harm comes to them as a result of participation. Participants, who should be assured of anonymity and confidentiality if these are guaranteed, should know the purpose of the study and who the sponsors are. Respondents should be able to contact the researcher. Analysis and reporting should provide an honest accounting of the procedures, and unexpected findings should be acknowledged. "A Guide for Survey Research," a summary of advantages and disadvantages, is included. A chart summarizes comparisons of mail, face-to-face, and telephone surveys. (SLD)

ED 357 070 TM 019 849

Willey, Diane L.; And Others

Japanese and American Implicit Concepts of Academic and Everyday Intelligence.

PUB DATE- Apr 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Ability; Behavior Patterns; Beliefs; *College Students; Communication (Thought Transfer); Comparative Analysis; Cross Cultural Studies; *Cultural Differences; Foreign Countries; Higher Education; *Intelligence Differences; International Studies; Sex Differences; Social Development; Thinking Skills; Undergraduate Students

IDENTIFIERS- *Japan; *United States

R. J. Sternberg and others found that the types of behaviors reported by laypersons as characterizing different types of intelligence varied across the different groups tested, and that a person's concept of intelligence affects the manner in which he or she evaluates the intelligence of others. Two experiments by Sternberg et al. were replicated. In the first, 28 male and 30 female Japanese undergraduate students and 27 male and 30 female U.S. undergraduate students listed behaviors they considered characteristic of academic and everyday intelligence. Using items generated by the college students in Experiment 1 and similar sets of items generated by 4th, 8th, and 11th graders in Japan and the United States, lists of behaviors were constructed and used in Experiment 2 to compare the implicit views of academic and everyday intelligence held by 216 U.S. and 200 Japanese college students. Results indicate that although Japanese students list many behaviors similar to those of the U.S. sample, they emphasize different behaviors, as well as include behaviors not listed by the Americans, particularly with respect to academic intelligence. Japanese females also emphasize thinking skills as an important component of everyday intelligence, while U.S. students do not.

LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adult Education; Bilingual Education Programs; Compensatory Education; Early Childhood Education; *Educational Improvement; Educational Research; Elementary Secondary Education; *Federal Programs; Postsecondary Education; Program Administration; Program Descriptions; Program Effectiveness; *Program Evaluation; Special Education; Statistical Data; Student Financial Aid; Vocational Education
IDENTIFIERS- *Department of Education; ECIA Chapter 1 Migrant Programs; Education Consolidation Improvement Act Chapter 1; Impact Aid; National Education Goals 1990; Partnerships in Education

This report describes the purpose, funding, services, administration, and effectiveness of 145 programs administered by the U.S. Department of Education during fiscal year 1991; and briefly covers planned studies. It outlines 35 Office of Elementary and Secondary Education, 4 Office of Bilingual Education and Minority Languages Affairs, 36 Office of Special Education and Rehabilitative Services, 14 Office of Vocational and Adult Education, 37 Office of Postsecondary Education, and 19 Office of Educational Research and Improvement programs. "National Goals Addressed" subsections are included, where appropriate, concerning how the Department's programs help to implement the six National Education Goals. A few chapters contain "Performance Indicators" subsections. One major Department of Education initiative has been to seek ways to enhance accountability in U.S. education at all levels. This report summarizes evaluation results concerning what helps program participants increase their achievement or improve their performance. It also describes management improvement initiatives and reforms, and changes in priorities under the Department's accountability initiative. Data concerning the Chapter 1 Local Education Agency Program, the Chapter 1 Migrant Education Program, Impact Aid: Maintenance and Operations; mathematics and science education; bilingual education programs; national educational improvement partnerships; Allen J. Ellender fellowships; and student financial aid programs are highlighted. Numerous tables and references are included throughout the document. (RLC)

ED 357 090 UD 029 063

Smith, Michael S.
The Difficulties of a Curriculum Helper in an Urban School.
PUB DATE- Oct 91
NOTE- 24p.; Paper presented at the Bergamo Conference (Dayton, OH, October 16-19, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Elementary School Curriculum; *Grade 5; Independent Study; Inner City; Intermediate Grades; *Language Arts; Learner Controlled Instruction; Magnet Schools; *Teacher Developed Materials; Teacher Role; *Urban Schools; Whole Language Approach; Writing Instruction
IDENTIFIERS- *Curriculum Specialists; *Indianapolis Public Schools IN; Learner Centered Instruction

developing sound juvenile justice public policy decisions. The following chapters examine juvenile court policies, special issues, and cost-effective interventions, and present findings of a national survey of public attitudes toward juvenile crime: (1) "Youth Crime and Its Prevention: A Research Agenda" (B. Krisberg); (2) "The New Youth Gangs: Social Policy and Malignant Neglect" (C. R. Huff); (3) "Juvenile Diversion: The Ongoing Search for Alternatives" (M. Ezell); (4) "Criminalizing the Juvenile Court: A Research Agenda for the 1990s" (B. C. Feld); (5) "The Rights of Children and the Juvenile Court" (F. A. Orlando and G. L. Crippen); (6) "Prosecutors and Juvenile Justice: New Roles and Perspectives" (J. Shine and D. Price); (7) "Interagency Services in Juvenile Justice Systems" (M. Soler); (8) "Public Policy and the Incarceration of Juveniles: Directions for the 1990s" (I. M. Schwartz and R. Van Vleet); (9) "Special Issues in Juvenile Justice: Gender, Race, and Ethnicity" (K. H. Federle and M. Chesney-Lind); (10) "The Private Sector in Juvenile Corrections" (Y. Bakal and H. Lowell); (11) "Juvenile Crime-Fighting Policies: What the Public Really Wants" (I. M. Schwartz); and (12) "Toward a National Juvenile Justice Agenda" (I. M. Schwartz). Eight tables and eight figures illustrate the discussions. References follow each chapter. (SLD)

ED 357 108 UD 029 169

Hanners, Chuck
Frankie, Stoney and the Last Chance Boys.
PUB DATE- 90
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; *Disadvantaged Youth; *High Risk Students; Inner City; Junior High Schools; *Junior High School Students; Males; Minority Group Children; Novels; *Personal Narratives; *Remedial Instruction; Student Motivation; Teacher Role; Urban Culture; Urban Education; *Urban Youth

This novel for youth describes the world and experiences of a group of poor inner city junior high school students and their teacher. The students are all in a remedial classroom designed to meet their special needs and led by a dedicated teacher nick-named "Harp On". The central character Frankie describes their school year and particularly the central caring role played by their teacher. During that year the class learns to play chess and goes on field trips that expose them to the world beyond their poverty-stricken neighborhood. The story also treats the students' attempts to return to regular classrooms after time in the remedial class. The novel is based on the experiences of an inner-city teacher. (JB)

ED 357 109 UD 029 174

Mendler, Allen N.
What Do I Do When...? How To Achieve Discipline with Dignity in the Classroom.
PUB DATE- 92
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

the needs of a large number of Chinese bilingual students with programing incorporating both business/vocational education and academic components. The program was to provide students with the opportunity to take a full range of bilingual career education courses, along with bilingual content courses in mathematics, science, social studies, English as a Second Language (ESL), and native language arts. Staff and curriculum development and parental involvement were also part of the design. In 1991-92, the project enrolled 229 male, and 242 female students, with gender not stated for 7. The project's strengths included its effectiveness as liaison among school staff, students, and parents as well as the excellent curriculum design for promoting academic achievement. Participants had high attendance, a passing rate well over the standard required, a high graduation rate, and a large percentage of graduates who went on to college. Project CHOICE made active outreach efforts to the community and other schools and districts, and conducted a variety of cultural activities for students and parents. Parents were provided with ESL classes, and staff were given Chinese classes. The project met its declared objectives, and was fully implemented. Appendix A describes data collection and analysis, and appendix B describes instructional materials. (SLD)

ED 357 128 UD 029 208

Chapter 1-Funded Summer Programs: Institute for Career Exploration (ICE), the Basic Skills Programs, the Basic Reading Program, and Project YOU (Youth Opportunities Unlimited). OREA Report.
PUB DATE- 7 Jul 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; Career Exploration; *Compensatory Education; Data Collection; Dropout Prevention; Dropout Programs; Educational Finance; Federal Aid; *High Risk Students; High Schools; High School Students; *Reading Programs; Staff Development; *Summer Programs; Urban Schools; *Youth Programs
IDENTIFIERS- Hawkins Stafford Act 1988; New York City Board of Education

Chapter 1 funds were used to fund four discrete components of the 1992 Chapter 1 summer programs in New York City. Each component targeted Chapter 1 eligible students who were found to be at risk of dropping out of school because of a lack of basic skills. The four programs were: (1) the Institute for Career Exploration (ICE); (2) the Basic Skills Program, which includes the Basic Skills Academy, the Comprehensive Competencies Program (CCP), and the Auxiliary Services for High Schools (ASHS) Basic Skills Program; (3) Basic Reading; and (4) Project Youth Opportunities Unlimited (YOU). Data were incomplete for the ICE, Basic Reading, the ASHS, and Project YOU. No data were available for the CCP. Thus, only limited aspects of the 1992 summer Chapter 1 program were evaluated. Programs were observed in 22 high schools. Standardized data collection procedures are to be developed for the next summer's data collection, and staff will be trained in the standardized procedures. Attendance and reading for pleasure will be emphasized in the next summer's programs. Two tables indicate the number of days attended by ICE participants and summarized pretest and posttest scores for 10 schools. (SLD)

(A. Zimonenko); (6) "Automated Strategies for Social Development" (K. S. Oswalt); (7) "Computer and Software for Information Services: An Overview of Mexican Progress" (J. Lau and M. Castro); (8) "Adapting Technologies for Library Processing Projects: Africa, Asia, and South America" (A. R. Pierce); (9) "Librarianship: Profession, Semi-Profession or Mere Occupation?: Surveying the Process of Change and Development in British Librarianship Today" (M. Freeman); (10) "Probability, Statistics and Library Management" (S. K. Basu); and (11) "Le Mesure de la satisfaction des usagers: Statistiques et enguetes aupres du public" (M.-D. Heusse) (French text). (SLD)

ED 356 788 IR 054 479

IFLA General Conference, 1992. Division of Regional Activities: Section on Africa; Section on Asia/Oceania; Section on Latin America and the Caribbean. Papers.
PUB DATE- Sep 92
NOTE- 126p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Developing Nations; *Documentation; Foreign Countries; Higher Education; Information Needs; Librarians; Library Networks; Library Role; Library Services; *National Programs; Program Implementation; *Public Libraries; Public Policy; *Regional Planning; Universities
IDENTIFIERS- Africa; Asia; Caribbean; *Information Policy; International Federation of Library Associations; Latin America; Morocco; Oceania; South Pacific

Seven papers delivered at the 1992 International Federation of Library Associations and Institutions annual meeting relating to regional activities are presented. These papers deal with library issues in Africa, Asia and Oceania, Latin America, and the Caribbean. The papers are: (1) "Designing National Information Policies in African: Process and Outputs" (K. J. Mchombu and K. Miti); (2) "Coordinating Documentation and Information: The Experience of Morocco. The Documentation and Information Sector: Its Nature and Particularities" (L. Battiwa); (3) "The Role of University Libraries in Establishing National Policies for Library and Information Services" (A. S. Chaudhry); (4) "The Role of the USP (University of the South Pacific) Library in Meeting the Information Needs of the South Pacific Region" (A. Rizio and J. Mamtora); (5) "The Information Needs of the Librarians of Developing Countries and the Palisades They Encounter in Obtaining These Information" (P. Perera); (6) "Public Libraries in the Framework of the Latin American and Caribbean Libraries Association" (M. E. Zapata); and (7) "Networks of Specialized Information Services in Latin America" (E. M. R. de Carvalho, I. Talamo). (SLD)

ED 356 789 IR 054 480

IFLA General Conference, 1992. Division of Special Libraries: Section on Art Libraries; Section on Geography and Map Libraries; Section on Government Libraries; Section on Science and Technology Libraries. Papers.

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Dropouts; Educational Finance; Educational Legislation; Enrollment; Financial Exigency; Government School Relationship; Paying for College; *Policy Formation; *Politics of Education; *State Legislation; Student Behavior; *Student Educational Objectives; *Tuition; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges; *Reverse Transfer Students

As part of an effort to end the California budget stalemate, an agreement was reached among state legislators to increase tuition fees for community college students and to impose a $50-per-unit "differential fee" on students already holding a baccalaureate degree. A survey by the Chancellor's Office for the California Community Colleges (CCC) found that 48% of these baccalaureate (BA) degree holders, or roughly 60,000 students, dropped out in response to the fee increase. Given that three out of five baccalaureate-holding students attend community colleges for job training or skills upgrading, the fee increase undermines the state's ability to retrain its workforce, further exacerbating the statewide economic slump. The imposition of the differential fee was a last-minute budget agreement, not preceded by public debate, and most observers agree that the fee was adopted for economic, rather than educational or public policy reasons. In supporting the fee, legislative proponents relied on anecdotes about college graduates taking "personal enrichment" and "recreational" courses at community colleges. They argued that BA holders were taking places away from less sophisticated first-time students, and that priority should be given to those who have not yet had an opportunity to attend college. While the Chancellor of the CCC supported the fee increase, groups representing students, faculty members, and administrators opposed it. With implementation of the new fee in January 1993, segments of the CCC have experienced considerable enrollment declines, including a 14% decline in the Los Rios district, and a 15% decline at Foothill College. Contrary to the arguments of many who favored the legislation, significant enrollment declines have taken place in the skills upgrading and job retraining courses. (PAA)

ED 356 807 JC 930 168

Kerlin, Scott P.
North Seattle Community College Multicultural Climate Survey 1992: Findings from the Student & Employee Surveys.
PUB DATE- Sep 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; Community Colleges; Comparative Analysis; *Cultural Awareness; Cultural Pluralism; *Diversity (Institutional); Employee Attitudes; *Faculty College Relationship; Institutional Characteristics; *Minority Groups; Participant Satisfaction; School Surveys; Student Attitudes; Student Characteristics; *Student College Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- Diversity (Student); North Seattle Community College WA

A), PL 101-392.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Education; Community Colleges; Computer Software; *Employer Attitudes; *International Trade; Job Performance; *Marketing; Microcomputers; *Office Automation; Questionnaires; *School Business Relationship; State Surveys; Tables (Data); Technological Advancement; Two Year Colleges
IDENTIFIERS- *California

As part of an effort to develop courses and programs that reflect California business and industry's current and future needs, two studies were performed by Solano Community College to examine statewide trends and issues related to office automation and marketing and management. In conducting the study of office automation, 5,000 surveys were distributed to companies throughout the state, requesting information on the use of particular hardware and software, considerations in applicant selection, on-the-job training, company characteristics, and interest in community college courses. Study findings, based on a 16% response rate, included the following: (1) 88% of the respondents used microcomputers, with 74% to 84% of these respondents using IBM or IBM-compatible computers; (2) 39% felt that the greatest obstacle to microcomputer productivity was inadequate training; and (3) over 80% of respondents trained their employees on the job for microcomputer applications. The marketing and management study involved the distribution of approximately 4,000 surveys in a three-tiered effort. Usable responses were returned by 224 firms. The survey measured the predicted level of job opportunities in 22 fields for the following 2 years, the level of employment a properly educated applicant could seek in one of those fields, whether employees would need additional on-the-job training, qualifications considered in assessing job applicants, training costs, use of community colleges for training, and information regarding international trade issues. Survey findings are presented in a series of graphs and tables. Copies of the survey instruments are included. (MAB)

ED 356 823 JC 930 230

Facts and Figures: Past, Present, and Future.
PUB DATE- Feb 93
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Census Figures; Community Colleges; Community Size; Community Surveys; Data; Educational Research; Enrollment Influences; *Enrollment Trends; *Institutional Characteristics; *Population Trends; Program Costs; Racial Composition; *School Demography; *School Statistics; Social Distribution; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- Moraine Valley Community College IL

Historical data is provided on students, programs, and costs at Moraine Valley Community College (MVCC), in Palos Hills, Illinois, in the form of tables and graphs divided into five sections. The first section provides census data and demographic information for the MVCC district, including a map of the district, population trends from 1980 to 1990, types of businesses by community, numbers of Black and Hispanic

Collection Development; Library Education; Library Personnel; *Library Role; *Library Services; Library Technical Processes; Library Technicians; *Online Systems; School Libraries; Two Year Colleges

The 25 articles in this book were written by librarians as a guide for reference services personnel working in two-year college libraries. Part I, The Community College Reference Mission, includes "Community College Services," by Derrie B. Roark; "Community College Librarianship: A Changing Frontier," by Marilyn Searson Lary; "Typical Is Atypical: The Community College Student," by Susan Anderson and Susanne E. Fischer; and "Availability: Information Where It Is Wanted and It Is Needed," by Al Carlson. Part II, Reference Services, includes "Reference Services and Information Literacy," by Mary Adams Loomba; "Genius Tools and Quellenforschung," by Mark Y. Herring; "Lean and Mean: Reference Service in the Small Community College," by Richard N. Shaw; "Developing the Reference Collection," by Dale Luchsinger; "Fee-Based Information Services: Serving Business/Strengthening the LRC," by Diane Grund; and "South Carolina Technical Community Colleges and Technology Transfer," by L. Gene Elliot. Part III, Computerized Reference Services, includes "A Trip Down CD-ROM Lane," by Douglas K. Lehman; "The Electronic Library's Impact on Reference Service," by V. Sue Hatfield; "Harnessing CD-ROMs and Collection Policies," by Jennie S. Boyarski; "On-line Search Services," by Wanda K. Johnston; and "On-line Computerized Bibliographic Searching," by Patricia Twilde. Part IV, Personnel, includes "Part-time Faculty: Implications for Reference Services," by Pamela A. Price; "Paraprofessionals at the Reference Desk," by Kate Donnelly Hickey; and "Reference Work and the Clerical Staff," by Stanley N. Ruckman. Part V, Bibliographic Instruction, includes "Bibliographic Instruction and Information Technologies," by Wanda K. Johnston and Joan S. Clarke; "Teaching 'Skills' and 'Content' in the Library," by Donald Ray; and "Library Instruction in an Automated Library," by Tisa M. Houck. Finally, Part VI, Collection Development, includes "Evaluation: 'Where's the Beef' in Collections?" by Camila A. Alire; "Collection Development: Look before You Leap for Those Who Hesitate Are Lost," by Karen Fischer; "The Public Services Librarian and Collection Development," by Gloria Terwilliger and others; and "Evaluating the Periodicals Collection," by W. Jeanne Gardner. (PAA)

ED 356 840 JC 930 250

Mahoney, Jim, Ed.; Jimenez, Edgar, Ed.
Community, Technical, and Junior College Statistical Yearbook, 1992 Edition.
PUB DATE- 92
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *College Faculty; Community Colleges; Community Education; Degrees (Academic); *Enrollment; Fees; Full Time Students; *Institutional Characteristics; Minority Groups; National Surveys; Part Time Students; Private Colleges; Public Colleges; Statistical Data; Statistical Surveys; Technical Institutes; Tuition; *Two Year Colleges; *Two Year College Students

Drawing primarily from a survey conducted by the American Association of Community Colleges in fall 1991, this two-part report provides a statistical portrait of the country's

LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indian Education; Child Caregivers; *Community Involvement; *Day Care; *Early Childhood Education; *Educational Quality; Foreign Countries; French Canadians; Indigenous Populations; Local Government; Needs Assessment; *Parent Attitudes; Planning Commissions; Questionnaires; Shared Resources and Services; Social Services
IDENTIFIERS- Francophone Education (Canada); *Ontario; *Reform Efforts

This information packet presented here in both the English and French language versions, summarizes the results of a public consultation on the subject of child care reform in Ontario, Canada. The packet consists of: (1) a table that describes the six modes of consultation that were used in the consultation process (public meetings, round table meetings, parent questionnaire, briefs and letters, locally initiated activities, and francophone community preconsultation); (2) a graph that illustrates the constituencies, such as parents, caregivers, and the education sector, that participated in the consultation; and (3) an overview of the results of the parents questionnaire. Parents' answers to six closed-ended questions in the questionnaires are summarized, and some of the parents' answers to three open-ended questions are provided. In response to a question about important characteristics of high-quality child care, parents discussed the philosophy of the child care facility, the presence of caring and well-trained caregivers, and safe environments. Information which parents mentioned as being useful in choosing child care included a program's reputation, its participation in a registry of services, and its adherence to provincial standards. In response to a question about parent involvement in their children's child care, parents stressed visiting centers, sitting on boards of directors, volunteering in program activities, and valuing their child's opinion. (ME)

ED 356 858 PS 021 090

Summary of Consultations on Child Care Reform = Sommaire des consultations sur la reforme des services de garde d'enfants.
PUB DATE- 92
NOTE- 93p.; For infopack, see PS 021 089.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; American Indian Education; Child Caregivers; *Community Involvement; *Day Care; *Early Childhood Education; *Educational Improvement; Educational Quality; Foreign Countries; French Canadians; *Hearings; Indigenous Populations; Local Government; Management Systems; Meetings; Planning Commissions; Shared Resources and Services; Social Services; State Surveys
IDENTIFIERS- Francophone Education (Canada); *Ontario; *Reform Efforts

This document contains the English and French language versions of a report summarizing the results of a public consultation process on the subject of child care reform in Ontario, Canada. The process began with province-wide distribution of a public document called "Setting the Stage" which outlined a child care reform agenda as a focus for discussion. A total of 20 public meetings and 8 round table discussions were subsequently held throughout the province. The report begins with an executive

ED 356 876 PS 021 297

Trezza, Janet M.
The Kindergarten Center: An Early Childhood Concept.
PUB DATE- 9 Oct 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; Centralization; *Class Activities; *Consolidated Schools; *Educational Philosophy; Integrated Curriculum; *Kindergarten; Kindergarten Children; Primary Education; Program Costs; Program Descriptions; School Organization; School Personnel; Self Evaluation (Groups); Testing Programs
IDENTIFIERS- Phoenixville Area School District PA

The Kindergarten Center in Phoenixville, Pennsylvania, promotes the philosophy that children of kindergarten age acquire knowledge in ways that are different from the way older children learn. Younger children learn best through direct sensory encounters with the world and not through formal academic processes. The integrated Kindergarten Center curriculum is imbued with the whole language philosophy, but reflects a balance of all areas of learning. Many activities at the Center rely on cooperative learning, a hands-on approach, and the encouragement of conversations that enable children to reason and communicate with each other. The Center, which houses all of the socially and economically diverse kindergarten children in the district, is unique in many respects. Support services provided at the Center include those of a teacher of English as a Second Language, speech therapist, nurse, reading specialist, and rhythm and movement teacher. Services are also provided by a variety of community agencies and associations. The staff and parents work collaboratively to reach desired goals, and parents, after some initial resistance to the change, are supportive of the Center. Students are assessed using the Early Screening Inventory, teacher rankings, a reading readiness test, and the Stanford Achievement Test. This description of the Center includes information on costs, the qualifications of key personnel, first grade SAT scores, and a discussion of the transportability of the practice. (AC)

ED 356 877 PS 021 299

Jewett, Janet
School-Based Early Childhood Centers: Options for Local Policy Action.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Community Involvement; Curriculum Development; Early Childhood Education; *Educational Quality; *Family Involvement; *Policy Formation; Program Design; *Public Schools; School Readiness; *School Restructuring
IDENTIFIERS- Alaska; Developmentally Appropriate Programs; Idaho; Montana; Oregon; *School Based Early Childhood Centers; United States (Northwest); Washington

ED 356 895 PS 021 361

Casten, Robin J.; And Others
A Confirmatory Factor Analysis of the Structure of Temperament in Adolescence.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Attitude Measures; High Schools; High School Students; Interpersonal Competence; Junior High Schools; Junior High School Students; Middle Schools; Moods; Persistence; *Personality Development; Personality Traits; *Questionnaires; Secondary Education; Student Behavior
IDENTIFIERS- *Adolescent Temperament Questionnaire; Confirmatory Factor Analysis; Latent Variables; Middle School Students; *Self Report Measures

To extend previous research on adolescent temperament, this study developed and tested the Adolescent Temperament Questionnaire (ATQ), a 70-item self-report questionnaire which used a Likert-like scale and a wider array of items than used in previous assessment instruments. The study examined the conceptual fit of higher order structures of temperament to models of adult personality. These structures were based on an earlier study of infant development in which it was proposed that temperament consists of nine distinct dimensions including sensory threshold, intensity of mood expression, distractibility, persistence, adaptability, approach/withdrawal from new situations, regularity of biological functions, activity level, and positive and negative mood. The ATQ was administered to 436 students in middle and senior high school. Results of a factor analysis suggested that the structure of temperament in adolescence is multidimensional, although comprised of highly related factors. Moderately strong relations between first-order factors that tapped the second-order factors of Diligence and Sociability were found. Second-order constructs were moderately associated, suggesting substantial overlap among the behavioral styles they represented. Finally, factor loadings for Intensity, Threshold, and Distractibility were relatively low, indicating a lack of conceptual purity in these dimensions. (MM)

ED 356 896 PS 021 365

Bigras, Marc; LaFreniere, Peter J.
Parental, Marital and Socioeconomical Stress as Predictors of the Quality of Mother-Son and Mother-Daughter Interaction.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Daughters; Foreign Countries; Marital Instability; Marital Satisfaction; *Mothers; *Parent Attitudes; *Parent Child Relationship; *Preschool Children; Preschool Education; *Sex Bias; Social Support Groups; Socioeconomic Status; Sons;

This curriculum guide outlines a program designed for Blackfoot students to study their Native language and culture. The curriculum is also appropriate for non-Native students. The guide outlines general learner expectations, including: (1) acquiring basic communication skills in the Blackfoot language; (2) developing cultural sensitivity and enhancing personal development; (3) developing originality and creativity in the Blackfoot language; (4) acquiring additional concepts and generalizations about language and language learning; and (5) developing a desire to extend or improve proficiency in the Blackfoot language through further language study. Following this, specific learner expectations expand on the general learner objectives and are divided into three levels of proficiency. The linguistic program component provides examples of Blackfoot language functions (language uses and language concepts) and the English translations. The cultural component presents Blackfoot culture in four contexts: (1) the traditional culture before the arrival of the Europeans; (2) legends; (3) the student's daily routines including life at home, in the community and at school; and (4) contemporary Native cultural events and lifestyles. The guide includes information on language and language development; guidelines and suggestions for implementing a Native language program; and sample units and lesson plans. (LP)

ED 356 915 RC 019 071

Blackfoot Language and Culture. A Selective Bibliography of
Supplementary Learning Resources (Early Childhood Services-Grade 12).
PUB DATE- 91
NOTE- 97p.; At head of title: Nii'tsi'po'wahsini ki nii'tsitapiipaitapiiyssini. For related documents, see RC 019 070-072.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Education; *American Indian Languages; *American Indian Studies; *Cultural Education; Elementary Secondary Education; Foreign Countries; Instructional Material Evaluation; Instructional Materials; *Native Language Instruction; Resource Materials; *Second Language Instruction
IDENTIFIERS- Alberta; *Blackfoot (Language); *Blackfoot (Tribe)

This annotated bibliography was developed to support a Blackfoot language and culture program for elementary and secondary students in Alberta (Canada) schools. Resources include books, booklets, videos, and filmstrips. Materials are listed alphabetically by title within the following categories: (1) language learning resources (9 titles); (2) cultural learning resources (50 titles and 1 place to visit); and (3) professional references (2 titles). Each entry provides date of publication; publisher; cost; brief identification of type of material; annotation; International Standard Book Number (ISBN); and full mailing address of distributor. In addition, resources are identified according to the following divisions: Division I (grades 1-3); Division II (grades 4-6); Division III (grades 7-9; and Division IV (grades 10-12). Also included are criteria used for the selection and evaluation of resources. The appendices include a title index, author/producer index, publisher/distributor index, and resource center/libraries index. (LP)

ED 356 916 RC 019 072

(20) "Wilderness Management on National Forests: Preserving a Primitive Setting for Recreation" (Susan Marsh and David Martin); (21) "Risk and Hazard Management in High Adventurer Outdoor Pursuits" (Joel Meier); (22) "Developing a Winter Hut System" (Ron Watters); (23) "Outdoor Adventures for New Student Orientation" (Nancie Baldus and Steve Walker); (24) "A Strategy for Expanding an Outdoor Program" (Paul Green and Rick Newman); (25) "Group Dynamics in the Outdoors: A Model for Teaching Outdoor Leaders" (Maurice Phipps); and (26) "The 1984 Conference on Outdoor Recreation: A Beginning or End" (Jim Rogers). Also included is a list of the 1986 National Outdoor Recreation Conference Committee Members; biographic information on presenters; schedule of conference presentations; and conference participant mailing addresses. (LP)

ED 356 933 RC 019 115

Watters, Ron
Historical Perspectives of Outdoor and Wilderness Recreation Programming in the United States.
PUB DATE- 85
NOTE- 13p.; In: Proceedings of the 1984 Conference on Outdoor Recreation: A Landmark Conference in the Outdoor Recreation Field (1st, Bozeman, Montana, November 1-4, 1984); see RC 019 114.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; Clubs; *College Programs; *Educational History; Elementary Secondary Education; Environmental Education; Higher Education; Leadership; *Legal Responsibility; *Outdoor Education; Program Descriptions; *Recreationists
IDENTIFIERS- Outdoor Leadership; *Outdoor Recreation; *Outward Bound

This paper traces the history of outdoor programming beginning with the influence of western expansionism and the settling of the American frontier. The late 1800s brought about a change in the national attitude from an adversarial view of wilderness to a beneficial view. This was reflected by writers such as Henry David Thoreau and John Muir. Muir founded the Sierra Club, one of the first outdoor clubs organized for protecting the wilderness and enjoying the outdoors. During World War II, Kurt Hahn of Great Britain developed the Outward Bound program to help British sailors cope in survival situations. In 1962, Joshua Miner launched Outward Bound in the United States. Paul Petzoldt and Willie Unsoeld, two well-known mountaineers influenced by the philosophy of Outward Bound, respectively, founded two schools to train outdoor leaders and acted as national spokespersons for the wilderness recreation movement. College outdoor programs were appealing and grew rapidly throughout the 1960s. These programs, called "common adventurism", a name derived from an obscure legal term, differed from outdoor clubs in two respects: the program's activities were largely initiated by the participants and group decisions were made democratically. By the 1970s, wilderness recreation had reached an all-time boom that necessitated the implementation of minimal impact camping techniques and federal regulation of land use. Because accidents occur and will continue to occur in outdoor recreation, the legal profession will continue to play a role in shaping the character of outdoor programming. (LP) review subcommittee appointed by the National Science Teachers Association and the Children's Book Council. Selections are based on three criteria: accuracy, readability, and pleasing format. Each annotation includes grade levels for each book, International Standard Book Numbers, book prices accurate as of January 1991, and availability of paperback editions. The bibliography contains a total of 90 entries. The books are presented in eight categories: (1) "Animals" (26 entries); (2) "Archeology and Paleontology" (7 entries); (3) "Space Science and Astronomy" (4 entries); (4) "Earth Science and Life Science" (18 entries); (5) "Environment and Conservation" (17 entries); (6) "Medical and Health Sciences" (8 entries); (7) "Physics, Technology, Engineering, and Mathematics" (5 entries); and (8) "Observation" (5 entries). (MDH)

ED 356 951 SE 053 108

The Gender Gap in Minority Engineering Education.
PUB DATE- May 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Engineering; Engineering Education; Enrollment; Enrollment Influences; *Enrollment Rate; Equal Education; *Females; Higher Education; *Minority Groups; *Sex Differences; Student Characteristics; *Tables (Data)
IDENTIFIERS- National Action Council for Minorities in Engineer

This document presents data collected from all American engineering colleges for the academic year 1990-91 on minority enrollment and graduation rates by gender. The objective in analyzing the data was to determine what gender-specific engineering education issues should be considered in pursuing the goal of increased minority participation. To measure the participation level in engineering relative to population distribution, a new parameter, the Engineering Participation Factor (EPF), was developed that establishes the ratio of the percent of engineering graduates to the percent of college-age population for any particular group. EPF data are presented for: (1) minority and nonminority enrollment and graduates by gender; (2) minority freshman engineering enrollment by ethnicity and gender; (3) total minority engineering enrollment by ethnicity and gender; and (4) minority engineering graduates by ethnicity and gender. Analysis of the data indicated that minority women face two dimensional obstacles with respect to access to engineering careers, one associated with their status as minorities and the other with their status as women. The study concluded that minority women constitute the most under-represented group in the field of engineering. Implications of the data with respect to reducing barriers for minority women in engineering, increasing retention rates, and the relatively larger proportion of minority women in engineering compared to nonminority women are discussed. (MDH)

ED 356 952 SE 053 127

Goh, Ngoh-Khang; Chia, Lian-Sai
Pre-Service Teachers' Behaviour and Training in Asking Operational Questions.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English

eighth grade youth and their leaders interested in learning and doing aquatic science activities that can help the environment. The project provides basic wetland information with one or more activities for each of six sections: (1) What is a wetland?; (2) value of wetlands; (3) wetland types; (4) products from wetlands; (5) wetland destruction; and (6) wetland regulation. Also provided is a wetlands reference list and project record sheet. The leader/teacher guide contains additional information for each activity section, answers to both the question and discussion sections, background information, sources for teaching aids and further information, and a project evaluation form. (Author/MCO)

ED 356 970 SE 053 478

Thirunarayanan, M. O., Ed.
Handbook of Science, Technology, and Society. Volume II: STS in Action in the Classroom.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 345p.; Second volume of a two-volume set. A product of the Urban, Minority, Middle School STS Teacher/Community Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Class Activities; Critical Thinking; Economics; Elementary Secondary Education; Environmental Education; Global Approach; Integrated Activities; Interdisciplinary Approach; Learning Activities; Lesson Plans; *Science and Society; Science Education; *Teaching Methods; *Units of Study
IDENTIFIERS- Environmental Issues; *Environmental Problems; Science Technology and Society Courses

This publication is the culmination of the efforts of many teachers involved in a 1- to 3-year Arizona Science, Technology, and Society (STS) project. It contains 34 lesson plans or units of study these teachers modified or created to integrate STS topics, issues, and problems. The major thrust of the activities and units of study cited is to help teachers prepare elementary and secondary students for roles as empowered citizens in a society influenced by advances in science and technology. Topics include: biodiversity, the earth summit '92, an exploratory problem solving activity, energy and economics, parent participation, hunger, using the learning spiral method, communicable diseases, integrated teaching approach, history, language arts, life science without animal dissection, computers in the classroom, how to design a satellite, distances and time, school gardening, schoolwide cooperative programming, earthquake waves, space exploration, soil, global awareness, STS media search (utilizing a multi-age integrative teaching technique), global environmental problems, energy conservation, social action, weather and the water cycle, economics and industry, future studies, and wind erosion. (MCO)

ED 356 971 SE 053 507

Brown, Lester R.; And Others
State of the World 1993: A Worldwatch Institute Report on Progress toward a Sustainable Society.
PUB DATE- 93

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Historiography; History; Intellectual History; Social Science Research; Social Scientists; Social Theories; *Teaching Methods
IDENTIFIERS- *Philosophy of History

This review of philosophy of history examines questions of the meaning and purpose of historical study and draws implications for teaching. The discussion of philosophers of history is organized into six general categories within two broad groups. The two broad groups are analytic philosophers, who generally write about the historian's craft, and speculative philosophers, who attempt explanation of the human saga, or at least a panoramic view of large portions of it. Within each major group there are at least three different, though not always distinct, strains. The analytic philosophers include the scientific historians, relativists, and idealists. Speculative philosophers, or metahistorians, include the metaphysical, empirical, and cosmic. The philosophies of history discussed correspond loosely to teacher conceptions of history found through surveying and interviewing teachers in a recent field study. The teachers studied tended to fall into one of five typologies: storyteller, scientific historian, relativist/reformer, cosmic philosopher, or eclectic, though most teachers exhibited elements of more than one typology. (Contains 37 references.) (DB)

ED 356 992 SO 022 999

Merritt, James, Ed.; And Others
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Ann Arbor, Michigan, November 10-11, 1978).
PUB DATE- 80
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Philosophy; Educational Research; Elementary Secondary Education; Higher Education; Humanities; Philosophy; Role of Education; Social Sciences

The Midwest Philosophy of Education Society strives to enhance and deepen the level of conversation about education in the modern world and to evaluate, in moral terms, the relationship of education to the larger society. The following papers were presented at the 1978 annual meeting of the Society: "Educational Evaluation and Emancipation" (Gary Q. Milcarek); "Can Limitations on Student Freedom be Justified?" (David Tankard); "Latent Hegelianism: Roots of Conservatism in John Dewey" (Marianne S. Glazek); "Socialization and Personal Freedom: The Debate Between Bode and Russell" (Philip L. Smith); "Teachers as Agents of Equal Opportunity" (David Bricker); "Evaluating Synthesizing Skills: A Logical Analysis" (Marcia S. Brown); "President's Address: Institutional Democracy: Problems and Prospects" (Arthur Brown); "Response to the President's Address" (Van Cleve Morris); "Kohlberg's Justification of Stage Theory: A Critique" (Robert P. Craig); "Objectivity in History: A Comment Concerning Historical Methodology" (Charles E. Litz); and "Can Children Have a Right to Education?" (David C. Hoffman). (DB)

ED 356 993 SO 023 000

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Elementary Education; *Field Experience Programs; Higher Education; *Instructional Design; Preservice Teacher Education; Program Development; Program Effectiveness; Skill Development; Student Evaluation; *Student Teaching; Teaching Experience; Teaching Methods; *Teaching Models; *Teaching Skills; Units of Study

This model of student teaching preparation was developed in collaboration with public schools to focus on systematic experience in teaching and training for accountability in the classroom. In the two-semester plan, students begin with teacher orientation and planning days, serve as teacher aides, attend various methods courses, teach several lessons, and then move on to "solo" teaching. Student teachers are taught to gather evaluation data, including pre- and post-testing and ongoing assessment data, while teaching two units of study. They then learn to use the data to redesign instruction. The model has resulted in a higher level of development in teaching skills as evaluated by principals, classroom teachers, college supervisors, and student teachers. (Contains 20 references.) (JDD)

ED 357 013 SP 034 448

Weiner, Lois; And Others
Choosing Teaching As a Career: Comparing Motivations of Harvard and Urban College Students.
PUB DATE- Feb 93
NOTE- 18p.; Paper presented at the Conference of the Eastern Educational Research Association (Clearwater, FL, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; College Students; Comparative Analysis; Early Childhood Education; *Education Majors; Elementary Secondary Education; Higher Education; Private Colleges; Public Colleges; Selective Colleges; *Socioeconomic Influences; *Student Attitudes; *Teacher Motivation; *Teaching (Occupation)
IDENTIFIERS- Harvard University MA

This study examined the reasons given by college students for choosing teaching as a career, comparing responses of high-achieving graduates of select liberal arts colleges enrolled in the Teaching and Curriculum program at Harvard Graduate School of Education to become secondary level teachers, and 53 prospective early childhood, elementary, and secondary school teachers at Urban College, a small public college in the Northeast with a more racially and socially diverse student body. Respondents rated 23 statements, giving their importance as motivations for becoming a teacher, and ranked their two or three most important reasons for career choice. Urban College and Harvard students were found to be more similar than different. Three of four motivations named as a primary reason for wanting to be a teacher were the same--wanting the opportunity to be creative, enjoying work with young people, and desiring a socially useful job. Compared to Harvard students, Urban College students gave higher ratings for the importance of salary and job security, while Harvard students gave higher ratings to independence and autonomy, desire to change society, desire to meet people of different social

IDENTIFIERS- *Composition (Art); Meaningfulness; *Nonlinguistic Composition; Text Organization

In language arts classes a "composition" generally refers to a written text. Semiotic theory based on C. S. Peirce's work suggests that writing is only one of many forms of composition available for mediating thought and activity. According to J. V. Wertsch (1991), writing should be one tool in a tool kit of mediational means available to students. Stimulated recall was used to elicit retrospective accounts from alternative school students after their production of artistic texts as a response to a short story. Focus is on one student who drew a picture representing his view of the relationship between two central characters in a story. The study was done in a residential drug and alcohol rehabilitation facility that provided therapy for recovery and public school education classes. The student's account indicates that in composing his text he: (1) initiated his interpretation by empathizing with one of the characters; (2) represented action symbolically; (3) created an intertextual link; and (4) produced a text that both shaped and was shaped by his thinking. His account of non-linguistic composing processes suggests that non-linguistic texts have great potential for enabling students to construct meaning in their responses to literature. The study, while exploratory, suggests several hypotheses about the potential of composing non-verbal texts in helping students construct meaning and express understanding. (Contains 44 references.) (Author/SLD)

ED 357 032 TM 019 725

Finch, Fredrick; Foertsch, Mary
Varieties of Performance Assessments.
PUB DATE- Jan 93
NOTE- 6p.; Paper presented at the Annual Meeting of the Michigan Educational Research Association (January 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Multiple Choice Tests; *Simulation; Situational Tests; *Student Evaluation; Test Construction; Test Format; Test Selection; Test Use
IDENTIFIERS- Alternative Assessment; *Authentic Assessment; *Performance Based Evaluation

Performance assessment is reviewed as an emerging form of alternative assessment, focusing on how it has been defined in the research literature, the criteria for evaluating its authenticity, the measurement of process and product, and the link between assessment and instruction. Three important dimensions that must be considered in describing performance tests are the extent to which test is authentic (simulating real life), what is actually being evaluated, and the basic response format of the task. In evaluating authenticity, it is necessary to consider structure and design, grading and scoring, and fairness and equity. Performance tests can focus primarily on the product or on the process, and it is important to recognize where the focus lies. The basic types of response situations include oral, written, and graphic representation tasks. Good instructional activities may inform the design of good assessment tasks, but it cannot be assumed that authentic assessment will automatically result in classroom activities that are more conducive to learning. In practice, a compromise between multiple-choice tests and full-blown simulations of actual situations can be found, even though this may not be the

Elementary Education; *Elementary School Students; Elementary School Teachers; *Rating Scales; *Student Behavior; Student Evaluation; Test Items; Test Reliability; *Test Validity

IDENTIFIERS- Behavior Assessment System for Children; *Student Observation Scale; *Teacher Rating Scale

Results of the Behavior Assessment System for Children (BASC) Student Observation Scale (SOS), a measure of classroom behavior, were correlated with results of the BASC Teacher Rating Scale (TRS). Two classroom observations were made of each of 30 students (21 males and 9 females) aged 5 to 11 years. Teachers of those students completed the TRS. Correlations were computed by comparing scales on the TRS with the SOS scales. Selected TRS items were also compared to SOS scales. The stability of the SOS was determined by correlating the two observations with each other. Eleven of the 14 TRS subscales were validated by low to moderate correlations with SOS subscales. Furthermore, all of the selected TRS items correlated significantly with the SOS Adaptive and Maladaptive Totals. These results provide a stringent test of the validity of the TRS. Three tables present study data, and 36 references are included. (Author/SLD)

ED 357 052 TM 019 768

Hensley, Wayne E.

Order of Elicited Responses on a Questionnaire as a Measure of Topic Salience.

PUB DATE- Nov 92

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Convention (Chicago, IL, October 29-November 1, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; *College Students; Higher Education; *Questionnaires; Student Attitudes; *Student Reaction; Test Construction; *Test Format

IDENTIFIERS- *Item Position (Tests); Ranking; *Response Patterns; Salience; Topicality

Two studies among U.S. college students (n=88 and n=329) examined the relationships between the order in which responses are offered on a questionnaire and the ranked importance of those responses. Study 1 included 36 males and 52 females, and Study 2 included 127 males and 202 females. Both studies found that approximately one-third (32 percent and 31 percent, respectively) of listed attributes were ranked in the order of mention. Expanding the criteria to include adjacent categories raised the overlap to about two-thirds (64 percent and 65 percent, respectively). The findings of both studies were independent of sex. In addition, Study 2 measured topic importance/involvement among the respondents, and results indicate that it was not a factor in the trend. The factor that did influence the order of mention and ranking was the number of categories used by respondents. When more than seven categories were used, the stability of mention and rankings tended to become erratic. Three tables present study findings. (Author/SLD)

ED 357 053 TM 019 771

Taylor, Dianne L.; Campbell, Kathleen T.

An Application-Based Discussion of Construct Validity and Internal Consistency Reliability.

Results are interpreted as being related to issues in intercultural communication and social development differences. Twelve tables present study findings and lists of differences. (SLD)

ED 357 071 TM 019 850

Sroka, Iris E.; And Others
Addressing Sensitive Subject Matter with Formative Research: Sex, Drugs, and Children's Television.
PUB DATE- Apr 93
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Childrens Television; *Drug Education; Elementary Education; Elementary School Students; *Formative Evaluation; Moral Issues; Production Techniques; Programing (Broadcast); Qualitative Research; Research Design; Research Methodology; *Scientific and Technical Information; *Sex Education; Social Problems; Surveys; *Television Research; Values
IDENTIFIERS- 3 2 1 Contact; *3 2 1 Contact Extras; Controversial Topics; Parent Surveys

"3-2-1 CONTACT Extras" (Extras) are television specials produced by "3-2-1 CONTACT," a television series on science and technology for 8- to 12-year-olds. The production of each Extra is typically accompanied by an extensive program of formative research, designed to examine issues of comprehension and appeal, that helps guide development. Extras have explored timely topics, but two of the most recent dealt with particularly sensitive subject matter, sex and puberty, and drugs. These topics offered challenges above and beyond those typically presented in the context of production research. How the design of the formative research and the selection of methods in the development and production process met the challenges of each show is detailed. For both specials, qualitative techniques were heavily used to explore these sensitive and potentially provocative topics. For the show on drugs, the context needed to encourage and support openness and frankness so that children would feel comfortable sharing thoughts and experiences with drugs. For the show on sex and puberty, a similar concern required managing the research with clarity and discretion. For these reasons, research included surveys of parents to ensure that their comfort levels were also supported. Eleven tables summarize research development. (SLD)

ED 357 072 TM 019 851

Hsiung, Tung-Hsing; Olejnik, Stephen
Contrast Analyses for the Additive Nonorthogonal Two-Factor Design in the Unequal Variance Case.
PUB DATE- Apr 93
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

This paper describes the experiences of a teacher and a curriculum helper in designing and implementing a fifth grade language arts curriculum at an inner city, magnet school in Indianapolis (Indiana). The report describes the work in three phases: (1) making explicit the problems with the previous language arts curriculum; (2) formulating a plan for a language arts curriculum to replace the old one; and (3) implementing the new plan. The first section describes the teacher's difficulty in designing an approach that would both teach the conventions of grammar that students needed to survive academically and connect with students' backgrounds and interests. A section describing the curriculum plan development discusses a whole-language approach and a learner-centered design. Problems included the students' lack of experience with a learning situation in which they are given choices and must take responsibility for their learning. The paper also describes the use of the "Authoring Cycle," and how evaluation methods were designed and implemented and their ups and downs. A conclusion notes the difficulties of designing a whole-language approach, the challenges to giving up attachments to skills-oriented and teacher-directed instruction, and the importance of students being ready to experience more independent learning. (JB)

ED 357 091   UD 029 119

Emery, Kathleen J.
Position Statement on Youth Violence Prevention and Recommended Actions.
PUB DATE- 14 Jan 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *At Risk Persons; Community Action; *Crime Prevention; *Disadvantaged Youth; Economically Disadvantaged; Law Enforcement; One Parent Family; Parent Participation; Position Papers; School Restructuring; *Social Support Groups; Urban Problems; *Violence; *Youth Problems
IDENTIFIERS- Family Resource and Support Programs; *Ohio (Dayton)

This position paper was prepared by the New Futures Collaborative, a group of community leaders concerned with improving outcomes for at-risk youth and families in the Dayton (Ohio) community. It is evident that for some individuals, there has been a value shift and devaluation of human life. A small but growing number of youth are committing violent offenses, and a significant number are witnessing violence and drug transactions on a daily basis. The past decade has seen dramatic increases in both single-parent families and the number of children living in poverty. Recommendations of New Futures are grouped into the following categories: (1) parental accountability and support; (2) safety and security; (3) youth guidance and development; (4) school renewal; (5) user friendly health and human services; (6) youth employability and out-of-school youth; and (7) safe and supervised recreation. These recommendations involve developing a system of accountability and support for youth and families, with special efforts for single parents and for preventing teen pregnancy. Using community policing, conflict management training, and effective law enforcement to create safe communities is a necessity. A supportive adult role model for each child and youth must be a goal. (SLD)

ED 357 092   UD 029 120

Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Communication Skills; *Discipline; Discipline Policy; Discipline Problems; Educational Environment; Elementary Secondary Education; *Human Dignity; Individual Power; Parent Participation; Power Structure; *Student Behavior; Student Needs; Teacher Behavior; *Teacher Role; Teacher Student Relationship

This book offers practical assistance and guidance in exploring how to discipline children in the classroom and in a whole-school setting in a way that is effective and that respects their dignity. Chapter 1 explores misbehavior, covering the basic needs that motivate behavior (capable/successful, caring/belonging, power/control, generosity/helping, and stimulation/fun). Chapter 2 looks at the principles of effective discipline, noting that the key approach involves getting at the reasons or functions of a given maladaptive behavior and formulating a strategy that is likely to work. Chapter 3 examines the process of change, arguing that traditionally all change is expected to come from the student and that educators must broaden their picture of the change process to see that change occurs in ways other than expecting different behavior from the student. Chapter 4 presents effective methods of discipline based on establishing a social contract with students in which students and teachers work together as partners in a discipline plan. Chapter 5 offers advise about how to deal with power struggles between the teacher and student and between students. Chapter 6 reviews some unconventional methods of discipline. Chapter 7 considers working with parents. Chapter 8 suggests approaches to schoolwide discipline. Includes a section with concluding thoughts, and a 26-item bibliography. (JB)

ED 357 110 UD 029 182

KIDS COUNT Data Book: State Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 341p.; For the 1992 report, see ED 346 188.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; *Child Welfare; *Demography; Dropout Rate; Educational Trends; Elementary Secondary Education; Graphs; High School Graduates; *National Surveys; *Profiles; Sociocultural Patterns; *Socioeconomic Status; Statistical Data; *Tables (Data); Violence
IDENTIFIERS- *United States

This publication brings together the best available data to measure the health and the economic, educational, and social well-being of children in the United States. The report focuses on the following 10 indicators of child and adolescent health, education, and socioeconomic status: (1) percentage of low-birth weight babies; (2) infant mortality rate; (3) child death rate; (4) percent graduating from high school; (5) percentage of teens not in school or the work force; (6) juvenile violent crime arrest rate; (7) teen violent death rate; (8) percentage of all births that are to single teens; (9) percentage of children in single-parent families; and (10) percentage of children in poverty. Following a foreword and a section offering an overview and selected findings, the bulk of this document contains tables and figures presenting the data. These are grouped in two sections, the first contains national profiles of various indicators, for the nation as a whole and

ED 357 129 UD 029 209

Students Upgrading through Computer and Career Education Systems Services (Project SUCCESS). 1991-92. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 18p.; For the 1990-91 report, see ED 346 220.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Career Education; *Chinese; Chinese Americans; *Computer Science Education; English (Second Language); High Schools; *High School Students; Hispanic Americans; Immigrants; Limited English Speaking; Native Language Instruction; Program Evaluation; *Spanish; Urban Schools
IDENTIFIERS- Language Minorities; New York City Board of Education; *Project SUCCESS (Computer and Career Educ); Subject Content Knowledge; Transitional Bilingual Education Programs

The Students Upgrading through Computer and Career Education Systems Services (Project SUCCESS) program in New York City was evaluated under Title VII of the Elementary and Secondary Education Act. Project SUCCESS targeted three high schools with a recent influx of immigrant students. The project's design included instruction in English as a Second Language (ESL), native language arts (NLA) in Chinese and Spanish, and bilingual instruction in content area subjects. The design also incorporated career orientation services, academic advising, and college consultation for target students, as well as summer enrichment programing. In 1991-92, the project enrolled 438 limited English proficient high school students. Project SUCCESS was fully implemented and met its objectives for Chinese NLA and career development, as well as for Spanish NLA, parental involvement, and staff awareness of student needs. Objectives for ESL, staff development, attitude change, and content area subjects were not fully met. Dropout prevention and attendance objectives were partially met. Recommendations are made for the following year to meet all program objectives. Appendix A describes data collection and analysis, and Appendix B describes instructional materials. (SLD)

ED 357 130 UD 029 218

Ascher, Carol
Efficiency, Equity, and Local Control--School Finance in Texas. ERIC/CUE Digest, Number 88.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Constitutional Law; *Court Litigation; Educational Change; *Educational Finance; Educational Planning; Elementary Secondary Education; *Equal Education; Equalization Aid; Expenditures; School Districts; *State Aid; State Programs; Tax Allocation; Taxes
IDENTIFIERS- *Edgewood Independent School District v Kirby; ERIC Digests; Reform Efforts; *Texas

The system of school finance equity in Texas is described as it existed before the court case Edgewood Independent School District (ISD) v. Kirby, and the overhaul mandated by legal rulings in the evolving Edgewood case is reviewed. In Texas, as

PUB DATE- Sep 92
NOTE- 278p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Art; Developing Nations; Documentation; Foreign Countries; Geography; Government (Administrative Body); Law Libraries; *Library Collection Development; *Maps; National Libraries; *Scientific and Technical Information; *Special Libraries; Users (Information)
IDENTIFIERS- Afghanistan; Asia (Southeast); England; India; Indochina; Indonesia; International Federation of Library Associations; Manuscript Collections; Mexico; Netherlands; Philippines; Russia; UNESCO

The following 21 papers were delivered for the Special Libraries Division of the International Federation of Library Associations and Institutions at its 1992 annual meeting: (1) "From Indochina to Afghanistan: Arts from Abroad in Parisian Libraries" (M. F. Macouin); (2) "The Indonesian Archeology Photograph and Documentation System (IAPDS) in Leiden" (H. I. R. Hinzler); (3) "The Collection Development and Organisation of Art Materials: The Cultural Center of the Philippines in Context" (E. R. Peralejo); (4) "Resources for the Conservation of Southeast Asian Art" (S. G. Swartzburg); (5) "The Moravian Mission and Its Research on the Language and Culture of Western Tibet: A Case Study for Collection Development" (H. Walravens); (6) "The National Art Library and the Indian Collections of the Victoria and Albert Museum, London" (J. F. van der Wateren); (7) "Collection Development and Acquisition of Art Materials with Special Reference to South and South-East Asia: A Case Study of the Indira Gandhi National Centre for the Arts" (A. P. Gakhar); (8) "Map Collection of the National Library and Its Users' Pattern" (D. K. Mittra and A. K. Ghatak); (9) "Russian Maps of Asia" (N. Ye. Kotelnikova); (10) "A Survey of Maps and Atlases Published in India" (A. K. Ghatak); (11) "Government Libraries in India: An Overview" (M. K. Jain); (12) "Technology as an Agent for Communication" (E. J. Valauskas); (13) "Changing Duties: Relations between Library and Information Work" (A. G. A. Staats); (14) "Access to Scientific and Technical Information: The Greenlight or Not?" (D. Stoica); (15) "Initiatives To Facilitate Access to S&T (Science and Technology) Information in India" (A. Lahiri); (16) "Improving Access to Scientific Literature in Developing Countries--A UNESCO Programme Review" (A. Abid); (17) "Science, Technology and Libraries in French-Speaking Africa" (H. Sene); (18) "Productivity, Impact and Quality of Scientific Work at the UNAM (National Autonomous University of Mexico): Actions for their Acknowledgement" (P. Dector); (19) "The Post-Perestroyika Sci-Tech Libraries: Will They Survive?" (A. Zemskov); (20) "Access to Information and Science Development in the Developing World" (S. Arunachalam); and (21) "Manuscript Collections in Indian Libraries with Special Emphasis on National Library" (S. Akhtar). (SLD)

ED 356 790 IR 054 481

IFLA General Conference, 1992. Robert Vosper IFLA Fellows Programme. Papers.
PUB DATE- Sep 92

In 1991, North Seattle Community College (NSCC), in Washington, received funding to develop a multicultural curriculum, to assess and improve ethnic student outcomes, and to develop a multicultural leadership program for the period 1991-1996. The project called for the completion of multicultural awareness surveys in the first and last years of funding to examine the program's impact on campus support for and awareness of diversity. The first-year study of NSCC students and staff was undertaken in spring 1992. A survey was administered to 1,140 students and all 450 administrators, classified staff, and faculty. Response rates were 56% for students and 27% for employees, 44% for administrators, 27% for classified staff, 45% for full-time faculty, and 12% for part-time faculty. Study findings included the following: (1) among students, 36% of Asians, 32% of African-Americans, 38% of Hispanics, and 43% of Whites reported gaining greater understanding about people from other cultures as a result of attending NSCC; (2) over 57% of the student respondents agreed or strongly agreed that they would like to see a more diverse student body, while 46% felt NSCC needed more classes and programs teaching about cultural and ethnic differences; and (3) among employees, 73% of the respondents indicated that working at NSCC had helped them to gain a greater understanding of people from different cultural and ethnic backgrounds, while less than 45% agreed or strongly agreed that NSCC was an easy place for students and employees from diverse ethnic and cultural backgrounds to meet one another. Data tables and sample student and employee narrative responses are included. (PAA)

ED 356 808 JC 930 169

North Seattle Community College Multicultural Fact Book.
PUB DATE- Jan 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Graduates; Community Colleges; Comparative Analysis; *Diversity (Institutional); *Enrollment Trends; Institutional Characteristics; *Minority Groups; Outcomes of Education; Racial Composition; School Holding Power; Student Behavior; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Diversity (Student); North Seattle Community College WA

Focussing specifically on trends in student ethnicity at North Seattle Community College (NSCC), in Washington, the three sections of this report present data on enrollment, planned length of stay and attrition rates, and graduation rates, by ethnic group. Report highlights include the following: (1) between 1980 and 1992, enrollment among students of color at NSCC increased from 12% to nearly 30%, with the largest increases among Asian students; (2) in both fall 1989 and fall 1992, the proportion of Native Americans and African-Americans among new students was greater than their representation among all NSCC credit students; (3) while approximately 90% of vocational preparation students entering in fall 1991 indicated an intent to stay at least 1 year, nearly 28% stopped out by spring quarter of their first year; (4) among students entering in fall 1991 with the intent to take courses for academic transfer and who indicated plans to stay for 1 year or more, 67% of Native Americans, 59% of African-Americans, 57% of Whites, 36% of Asians, and 33% of Hispanics had stopped out at residents by municipality, a 1990 housing unit census, income and education by community, poverty statistics for district communities, percentage of the population age 25 or over by schooling completed, public school enrollment forecasts, educational attainment by ethnic groups, and projections for the 21st century. Section II features information on the actual and projected number of high school graduates in MVCC's district; high school graduates attending MVCC by high school from fall 1978 to fall 1992; recent high school graduate enrollment by program from fall 1981 to fall 1992; and reasons for attending college, essential objectives, and probable majors and careers for fall 1991 freshmen. Section III profiles MVCC students, including data on student gender, age, part-time/full-time status, and day/evening status for fall 1992; average credit hour load per student from fall 1975 to fall 1992; opening enrollments by fiscal year and program division from fall 1968 to fall 1992; retention rates from 1968 to 1992; proportion of the district served in instructional credit programs by college for fall 1985 to fall 1991, and an enrollment summary for non-credit courses for 1981 to 1992. Section IV discusses program enrollment patterns, including highest and lowest program enrollments from 1990 to 1992; total credit hours, student enrollment, and sections offered per course from 1989 to 1992; and degrees and certificates awarded from 1988 to 1992. The final section provides information on program and course costs from 1970 to 1992. (MAB)

ED 356 824 JC 930 231

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1991.
PUB DATE- Jul 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Transfer Students; Community Colleges; *Enrollment Trends; Full Time Equivalency; School Demography; School Statistics; State Aid; State Surveys; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Schools
IDENTIFIERS- *Washington

A statistical overview is provided of trends in enrollments, student characteristics, and staffing in Washington's community and technical colleges as of fall 1991. The report examines patterns of enrollments, students served, staffing, and finances within the system as a whole; profiles student characteristics and workforce training and retraining activity in the technical colleges; and offers community college data on student characteristics, full-time equivalent (FTE) enrollments by funding source, new and returning students, student race and ethnic background, student age, full- and part-time students, day and evening enrollments, students' education and family background, students' employment characteristics and educational plans, workforce training and retraining activity, basic skills training, transfer, and faculty employment status. Enrollment and student characteristics data are also presented by college. Highlighted findings included the following: (1) the Washington community and technical colleges served 232,981 students in fall 1991; (2) the technical and community colleges employed 3,293 full-time and 7,033 part-time faculty, 907 administrative and supervisory staff members, and 4,173 community, junior, and technical colleges on a state-by-state and institution-by-institution basis. The report details fall 1991 headcount enrollments, minority student enrollments, number of faculty and professional staff employed, and tuition and fee charges. Part 1 presents data for individual colleges, listed alphabetically by state. For each college, the following information is provided: name of the institution; city and zip code; name of the chief executive officer; type of control (public or private); fall 1991 headcount enrollment in credit classes (full-time, part-time, total, and minority); noncredit enrollment for academic year 1990-91; number of faculty teaching credit classes in fall 1991 (part-time, full-time, and total); number of professional staff employed in fall 1991; number of administrators employed in fall 1991; and annual tuition and required fees for academic year 1991-92. Part 2, presenting state-by-state summaries of selected data for both public and private institutions, includes the following information for each state: number of colleges; fall 1991 headcount enrollment in credit classes (full-time, part-time, and total); number of faculty employed in fall 1991 (full-time, part-time, and total); and fall 1991 minority student enrollment in public institutions. (PAA)

ED 356 841   JC 930 251

Bogue-Feinour, Carole; And Others
College Governance, Program Self-Assessment, Planning and Budgeting.
PUB DATE- 92
NOTE- 71p.; Materials presented at the Annual Computer Conference of the League for Innovation in the Community College (9th, Orlando, FL, October 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Budgeting; College Administration; *College Governing Councils; *College Planning; Community Colleges; Faculty College Relationship; Flow Charts; *Governance; Methods; Organizational Objectives; Policy Formation; *Program Evaluation; Two Year Colleges; Worksheets
IDENTIFIERS- Canada College CA

Designed to illustrate administrative structures and processes at Canada College (CC), in Redwood City, California, this report provides flow charts, sample worksheets, and explanatory information related to college governance, program self-assessment, and planning and budgeting. The first section, "College Governance Model," provides an outline of the policy and procedures for academic governance at CC, focusing on the college's governing philosophy and purpose, a proposed college council, rules of meetings, clerical support for the council, policy and procedure changes for the council, scope of council decisions, and the process for consideration of unresolved budgetary and planning issues. The next section, "Internal Program Planning and Budgeting," provides flow charts and planning worksheets for "Instruction Programs" and "Student Services Programs," respectively. The materials presented include flow charts describing the master planning process model and the planning, budgeting and governance model; program review worksheets for 1992-1993, used to define program philosophy, identify the type of students to be served, and provide an assessment of the previous year's goals; worksheets for program plans and objectives for 1993-1996, for use in summary that sketches the consultation process and provides an overview of the issues discussed during the consultation process. The first chapter summarizes the comments and suggestions made by participants in the meetings and discussions. Participants included parents, child care providers and managers, and academics. Participants also included individuals representing resource centers, the education sector, the children's services sector, the community group sector, local governments, organized labor, and the business community. The second chapter focuses on issues raised by the francophone and aboriginal communities. The third chapter briefly summarizes the round table meetings. (ME)

ED 356 859   PS 021 105

Treillon, Roland; And Others
Rural Agrobusiness.
PUB DATE- 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agribusiness; Agricultural Trends; Case Studies; *Developing Nations; *Farmers; Farm Management; Foreign Countries; Marketing; Modernization; *Rural Development; Technical Assistance
IDENTIFIERS- *Africa; Caribbean; Farm Policy; *Latin America

This publication describes the formation and evolution of rural agribusiness (RA) in the southern hemisphere as a precondition for improving the lives of families in rural communities, and focuses on RA endeavors created by development projects in Latin America, the Caribbean, and Africa. After a short introduction, the first section of this study examines what is at stake in RA in Latin America and the Caribbean, exploring the philosophy behind and reality of RA, as well as the strengths and weaknesses of RA in the region. The second section provides three case studies of RA which concern: (1) rural cheese dairies in Salinas, Ecuador; (2) the promotion of RA in Nigeria; and (3) production of traditional nonalcoholic beverages in Dakar, Senegal. The third section discusses factors involved in producing and promoting products, and the fourth describes technical resources necessary for RA. The fifth section examines the implementation and management of RA projects. The 10 appendixes include a "socioeconomic grid" for analysis of projects, a list of abbreviations, the addresses of relevant organizations and individuals, and eight tables giving basic information about the cottage industry production of various food products. Contains 61 references. (MDM)

ED 356 860   PS 021 134

How Children Are Making Food Choices. IFIC Review.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Children; Comparative Analysis; *Eating Habits; Elementary School Students; *Family Life; *Food; Intermediate Grades; Junior High Schools; National Surveys; *Nutrition; Parent Child Relationship

School-based early childhood centers are high-quality programs using approaches to instruction based on recognized principles of child development and learning for children 3 to 8 years old. The centers are characterized by the active involvement of parents and the community and by a commitment to smooth transitions from home to school and through the primary grades. In June, 1992, a forum was held to review the experiences of early innovators of the early childhood center concept and to identify policy issues that need to be addressed if the concept is to achieve its promise. Of broad concern across five Northwest states were the following: (1) the implementation of developmentally appropriate curricula; (2) the improvement of assessment practices; (3) responsiveness to increasing cultural, linguistic, and developmental diversity; (4) provision of appropriate time structures; (5) use of school space; (6) administrator and teacher training; (7) family support structures; (8) full parent participation; (9) the involvement of parents in decision making; (10) the integration of child services; (11) the promotion and maintenance of community commitment; (12) support for school-wide change; (13) provision of preschool services; (14) the development of systems for the sharing of timely information; and (15) the provision of transition services. For each of these issues, the report discusses the policy options open to local schools to facilitate the operation of strong early childhood centers. (AC)

ED 356 878 PS 021 301

ECEAP Longitudinal Study. A Summary Report Findings. Tracking Success of ECEAP. Children and Families 1990.
PUB DATE- 90
NOTE- 16p.; For Year 2 Technical Report, see ED 356 036.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Cognitive Processes; *Early Childhood Education; Family Involvement; Longitudinal Studies; Low Income Groups; *Parent Participation; Parents; Program Evaluation; Psychomotor Skills; Self Esteem; *Thinking Skills; Young Children
IDENTIFIERS- *Family Support; *Washington

The Early Childhood Education and Assistance Program (ECEAP) of the state of Washington is a family-focused program designed to help 4-year-old children from low-income families succeed in the public education system. The ECEAP is comprised of four interactive components that relate to education, parent involvement, health and nutrition, and family support services. This document summarizes the findings of the second year of a longitudinal study that is tracking the success of children and families served by ECEAP. The second year report presents data from the 1988-89 and 1989-90 school years. Study findings that relate to seven program goals are reported. Children made significant gains related to the goals of establishing expectations of success, enhancing cognitive skills, encouraging self-confidence, and improving health and physical abilities. Gains related to the goals of increasing children's and families' abilities to relate, and of enhancing the sense of self-worth were not significant. Some gains related to families' access to money and resources were reported. Graphs that illustrate the population served by ECEAP, and a preview of the reports for the third and fourth years of the study are appended. (BC)

ED 356 879 PS 021 306

*Stress Variables
IDENTIFIERS- Quebec (Montreal)

To estimate the influence of maternal stress, marital conflict, and psychosocial risk on the interaction between mothers and their children, this study observed 97 mother-child pairs in a laboratory setting in the presence of another unfamiliar mother-child pair. All families were francophone families from the Montreal, Canada, region; children were between 31 and 70 months old. The quality of the mother's and child's observed interactions and sociability was coded, and mothers completed questionnaires assessing parental stress, quality of marital relationship, availability of social support, and family socioeconomic status. Analysis suggested that economic, marital, and parental stress accounted for up to eight times more variance in mother-son interaction than in mother-daughter interaction. Mothers who reported more social isolation, a more coercive marital relationship, and greater stress in the parental role were more distant, colder, and less attentive in their interaction with their preschool sons than other mothers. (MM)

ED 356 897 PS 021 367

Moeller, Babette
Domain Knowledge and Analytic and Holistic Category Learning in Young Children.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Cognitive Development; *Cognitive Processes; Cognitive Tests; Kindergarten; *Kindergarten Children; Primary Education; *Prior Learning
IDENTIFIERS- *Analytic Approach; Attribute Identification; Categorical Perception; Category Knowledge; Domain Knowledge; *Holistic Processing

To examine the link between analytic and holistic modes of processing and the amount of domain knowledge, 2 category-learning studies were conducted with 5-year-old children. In the first study, 26 kindergarten children were classified according to their verbal knowledge about plants and their familiarity with flowers. They then performed a categorization task using two invented categories of flowers. The categories were constructed so that they could be learned either by an analytic, single-attribute rule, or on the basis of holistic, family-resemblance relations. Results indicated that regardless of their knowledge about plants or their familiarity with flowers, all children who reached a predetermined learning criterion used an analytic, single-attribute rule to categorize. In the second study, 33 kindergartners performed a categorization task similar to that used in the first experiment; the second experiment, however, used three values per attribute, thus strengthening the overall similarity structure of the categories. Analysis revealed that processing modes did not differ as a function of subjects' prior knowledge. Results from both studies did not support previous research suggesting that greater domain knowledge prompts analytic processing. Rather, these studies indicated that children's categorization performance was predominantly analytic, regardless of domain knowledge. (MM)

Blackfoot Language and Culture 10, 20, 30: Program of Studies.
PUB DATE- 92
NOTE- 28p.; For related documents, see RC 019 070-071.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Education; *American Indian Languages; *American Indian Studies; Cultural Education; Curriculum Guides; Foreign Countries; High Schools; High School Students; *Language Acquisition; *Language Proficiency; Linguistics; *Native Language Instruction; Second Language Programs
IDENTIFIERS- Alberta; *Blackfoot (Language); Blackfoot (Tribe); *Cultural Preservation

This curriculum guide outlines a program designed for Blackfoot high school students in Alberta, Canada to study their Native language and culture. The curriculum is also appropriate for non-Native students. The guide discusses the history of the Blackfoot language and culture, stressing the preservation of Native culture through language. The goal of this program is to teach students to use words, sentence patterns, intonation patterns and social conventions that characterize the Blackfoot language in a social and cultural context. The guide includes general learner expectations covering: (1) listening and speaking skills and attitudes; (2) reading and writing skills and attitudes; (3) linguistic code; (4) learning strategies; (5) experience using the language; and (6) cultural attitudes. Also included are specific learner expectations that expand on the general learner objectives and serve as benchmarks to indicate stages in students' development of language and cultural proficiency. Specific learner expectations are divided into 3 levels of proficiency at which skills and concepts of increasing complexity are introduced. The curriculum covers content areas in human relationships, relationships to the natural environment and cultural lifestyles. Blackfoot 10 deals with aspects of the students' immediate environment; Blackfoot 20 assists students in developing an understanding of community relationships; and Blackfoot 30 expands students' world view and appreciation of cultural background. (LP)

ED 356 917 RC 019 085

Schoel, Jim; And Others
Islands of Healing. A Guide to Adventure Based Counseling.
PUB DATE- 88
NOTE- 322p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adventure Education; Elementary Secondary Education; *Experiential Learning; *Group Activities; *Group Counseling; Group Dynamics; Individual Development; Leadership; Outdoor Education; Program Descriptions; Resource Materials; *Self Esteem; Socialization
IDENTIFIERS- *Project Adventure Inc MA

Based on techniques of experiential learning, outdoor education, and group counseling, adventure-based counseling aims to improve the self-concept of participants by enhancing trust in others and confidence in self. Groups move through a sequence

ED 356 934 RC 019 116

Meier, Joel
Risk and Hazard Management in High Adventure Outdoor Pursuits.
PUB DATE- 85
NOTE- 18p.; In: Proceedings of the 1984 Conference on Outdoor Recreation: A Landmark Conference in the Outdoor Recreation Field (1st, Bozeman, Montana, November 1-4, 1984); see RC 019 114.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; *Adventure Education; Elementary Secondary Education; Higher Education; Models; *Outdoor Activities; Outdoor Education; Recreationists; *Safety; *Safety Education
IDENTIFIERS- *Outdoor Recreation; *Risk Management

The dilemma in adventure education is to eliminate unreasonable risks to participants without reducing the levels of excitement, challenge, and stress that are inherent in adventure programming. Most accidents in outdoor pursuits are caused by a combination of unsafe conditions; unsafe acts (usually on the part of the student); and error judgments (usually on the part of the instructor). William Haddon developed an injury prevention model that can be easily adapted to adventure programming. The model includes three steps. Step 1, the pre-event phase, emphasizes that failures can be prevented by changes in the system rather than attempting to change errors in human action or behavior. Step 2, the event phase, minimizes the chance that injury will result while the activity or event is in progress through the use of "passive" protection devices as well as more active measures such as periodic snow stability evaluation to determine likelihood of avalanches. Step 3, the post-event stage, reduces the necessary consequences of accidents by salvaging the situation quickly through having the necessary back-up systems on hand as well as the knowledge, training, or experience needed to implement the needed action. (LP)

ED 356 935 RC 019 117

Phipps, Maurice
Group Dynamics in the Outdoors: A Model for Teaching Outdoor Leaders.
PUB DATE- 85
NOTE- 20p.; In: Proceedings of the 1984 Conference on Outdoor Recreation: A Landmark Conference in the Outdoor Recreation Field (1st, Bozeman, Montana, November 1-4, 1984); see RC 019 114.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; *College Students; *Conflict; Conflict Resolution; *Group Dynamics; Group Experience; Higher Education; *Interpersonal Communication; Interpersonal Competence; *Leadership; Outdoor Education; Teaching Models
IDENTIFIERS- *Outdoor Leadership

This paper describes a teaching model designed for improving the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; Critical Thinking; Discussion (Teaching Technique); Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Inquiry; Methods Courses; *Preservice Teacher Education; *Questioning Techniques; Questionnaires; Science Education; *Science Instruction; *Science Teachers; Teacher Attitudes; *Teacher Behavior; Teaching Methods
IDENTIFIERS- Preservice Teachers

This study, conducted in Singapore, was designed to determine pre-service primary teachers' (n=34) behavior in asking operational questions in science. In training the pre-service teachers in asking operational questions, the meaning of operational questions was first illustrated and clarified to them through the use of some examples during group activities. The pre-service teachers were then placed in a new situation in which they had to carry out another activity, make observations, and respond to these observed phenomena. Questioning patterns were identified based on their responses. The study revealed that if proper instruction is given, the pre-service teachers' ability to ask operational questions can be trained and developed further. The study concluded that fostering ability in asking quality operational questions, imparting science content knowledge, and enhancing good observational skills are areas to be addressed. The study suggested that the training should start as early as possible and be extended to pre-service secondary science teachers. (MDH)

ED 356 953 SE 053 134

The Quality of Undergraduate Science Education. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 31 Mar 92
NOTE- 188p.; Some pages contain very small, dark, filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Faculty; Educational Improvement; *Educational Quality; Excellence in Education; Faculty Evaluation; *Federal Legislation; Hearings; Higher Education; Instructional Improvement; Occupational Information; Professors; Researchers; *School Effectiveness; Science Education; *Science Instruction; Science Teachers; Scientific Literacy; Scientific Research; *Teacher Effectiveness; *Undergraduate Study
IDENTIFIERS- Congress 102nd

The hearing, opened by Rep. Ray Thorton of Arkansas, addressed the perceived imbalance between teaching and research among university professors and the concern that the quality of undergraduate science education within the United States has deteriorated. Witnesses were called to examine factors that contribute to establishing an appropriate balance between research and teaching responsibilities for professors and factors that improve the quality of undergraduate science education. Witnesses included Dr. Charles M. Vest, President, Massachusetts Institute of Technology, Cambridge, Massachusetts; Dr. Karl S. Pister, Interim Chancellor, University of California at Santa Cruz, Santa Cruz, California; Dr. E. Fred Carlisle, Senior Vice President and Provost, Virginia Polytechnic Institute and State University,

NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Conservation (Environment); *Ecological Factors; Ecology; *Economic Factors; *Evaluation; *Global Approach; *Natural Resources; Pollution; Tables (Data)
IDENTIFIERS- *Earth; Environmental Quality; Environmental Reporting; Environmental Trends; Military Role; *Sustainability

This tenth edition of "State of the World" is divided into ten sections, each written by a different author, concerning different environment related topics. Section one, titled "A New Era Unfolds," discusses the economic costs of environmental degradation, the slowing of growth in food output, the end of rapid gross national product (GNP) growth, the shape of a new world, and facing change. Section two, "Facing Water Scarcity," discusses signs of unsustainability, water-thrifty food production, industrial recycling, conserving in cities, and water security. Reef ecology is discussed in section three, "Reviving Coral Reefs." "Closing the Gender Gap in Development," section four, discusses the dimensions of gender bias, sustenance from the commons, cash crops versus food security, the loss of forest resources, female poverty and the population trap, and framework for development. Section five, "Supporting Indigenous Peoples," discusses the state of the nations, homelands, stewards, and rising from the frontier. Section six, "Providing Energy in Developing Countries," presents the energy dilemma, the potential revolution of energy efficiency, other energy supply choices, and energy policies for development. Section seven, "Rediscovering Rail," discusses the benefits of rail, the downhill slide of trains, signs of a rail revival, and investing in the future. "Preparing for Peace," is the topic of section eight. Section nine, "Reconciling Trade and the Environment," presents trade and the global resource base, the global factory, a question of scale, environmental trade barriers, and green trade. Section ten, "Shaping the Next Industrial Revolution," discusses a second industrial revolution, global challenges, new roles for government, reforming the corporation, and a green industrial strategy. (Contains 37 tables/figures, extensive notes comprising 57 pages, and an index.) (MCO)

ED 356 972 SE 053 512

Kwartler, Trish Johnson
PMEEP: Does It Creep into the Worldview of Participants? Microethnography Inquiry in Progress.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 19 Feb 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Constructivism (Learning); *Educational Change; Elementary School Teachers; *Ethnography; *Inservice Teacher Education; Interviews; Mathematics Education; *Mathematics Instruction; Models; Primary Education; Program Descriptions; Teacher Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; Ohio; *Primary Mathematics Education Enhancement Prog; *Teacher Journals

The Primary Mathematics Education Enhancement Program (PMEEP) is

Smith, Philip L., Ed.
Proceedings of the Annual Conference of the Midwest Philosophy of Education Society (Milwaukee, Wisconsin, November 15-19, 1985; Chicago, Illinois, November 14-15, 1986).
PUB DATE- 87
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Philosophy; Educational Research; Elementary Secondary Education; Higher Education; Humanities; Philosophy; Role of Education; Social Sciences

The Midwest Philosophy of Education Society strives to enhance and deepen the level of conversation about education in the modern world and to evaluate, in moral terms, the relationship of education to the larger society. The following papers were presented at the 1985 annual meeting of the society: "A Plea for Philosophical Reflections" (George Dalin); "The Recitation: Here Today, Gone Tomorrow" (Amy Raths McAninch); "The Elastic Circle: A Scheme of John Dewey's Social Philosophy" (Dwight C. Rinke); "Wieman's Creative Event as an Educational Phenomenon" (George W. Stickel); and "The Myths and Realities of Social Reform or Why People Would Rather Kill Than Drive Slowly" (Alton Harrison, Jr.; Diann Musial). The following papers were presented at the 1986 annual meeting of the society: "The Moral Development of the Developmentally Disabled" (Walter P. Hrolikowski); "On Why Self-Government Failed at Bronson Alcott's Temple School" (Ronald Swartz); "Philosophy of Education in an Era of Reform" (George A. Kizer); "Philosophy of Education and Partnership in Reform" (George W. Stickel); "Performance Versus Results: A Critique of Excellence in Modern Sport" (John H. Gibson); "The Habit of Inquiry and the Content of Inquiry: Implications for Curriculum" (Vincent Macri); "Did Dewey Dance? An Artistic Assay I: The Critic as Teacher" (Lawrence J. Dennis); "Philosophy and the Artistic Quest: Are There Objects of Art? Response to the Presidential Address" (Phillip L. Smith); "Liberal and Conservative Creeds in Education" (Robert B. Nordberg); and "Moral Principles and Moral Education" (Glynn Phillips). (DB)

ED 356 994 SO 023 022

Wolfensohn, James D.; Willams, Harold M.
The Power of the Arts To Transform Education: An Agenda for Action. Summary.
PUB DATE- Jan 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Curriculum Development; Educational Change; *Educational Objectives; Elementary Secondary Education; Excellence in Education; *Role of Education

The Arts Education Partnership Working Group takes the position that the arts are forms of understanding and ways of knowing that are valuable in and of themselves; that they are fundamentally important to education; that they are important to excellent education and to effective school reform; that the most significant contribution of the arts to education reform is the transformation of teaching and learning; that this transformation is best realized in the context of comprehensive, systematic education reform; and that art educators, artists, and arts organizations must be encouraged backgrounds, the suitability of the academic calendar, and the length of the school year. (JDD)

ED 357 014 SP 034 449

Thomson, W. Scott
Using Videotape As a Supplement to Traditional Student Teacher Supervision.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; Feedback; Higher Education; Preservice Teacher Education; Program Development; Program Implementation; Secondary Education; Self Evaluation (Individuals); *Student Teachers; Student Teaching; *Supervisory Methods; *Teacher Evaluation; Teacher Role; *Teacher Supervision; *Videotape Recordings

Studies have found that the more familiar student teachers are with competency-based assessment measures and the more exposure they have to self-assessment and assessment by supervising teachers and professors, the more competent they will be in class. Programs that involve videotaping student teachers have been found to be effective assessment strategies. Various studies and programs have been conducted in which videotape recordings of teaching behaviors of student teachers are produced as part of a self-assessment or evaluation by other educators. In one example, student teachers videotaped themselves as they taught and then mailed the videotapes to a faculty supervisory team on a university campus; the team viewed the tapes and initiated conference calls to the student teachers and their cooperating teachers to provide feedback. In another study, students felt that optimum learning occurred when the student teacher and the supervisor viewed the tape together and discussed the evaluation in the context of the lesson being watched. One obstacle to program effectiveness may be the discomfort student teachers experience when learning to use new technology such as camcorders. The roles of the supervisor, the cooperating teacher, and the student teacher in utilizing videotaping as a supplemental supervisory tool are clarified. (JDD)

ED 357 015 SP 034 459

Ganser, Tom; And Others
The Perceptions of School Principals about a Mentoring Program for Newly Hired Urban School Teachers.
PUB DATE- 2 Apr 93
NOTE- 21p.; Paper presented at the Annual Diversity in Mentoring Conference of the International Mentoring Association (6th, Atlanta, GA, April 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Beginning Teacher Induction; Beginning Teachers; Cooperative Programs; Elementary Secondary Education; Interviews; *Mentors; *Principals; Program Development; *Program Effectiveness; Questionnaires; Teacher Administrator Relationship; Urban Schools

This paper reviews variations in formats and outcomes of mentoring programs for beginning teachers and then reports on a highest form of performance assessment. (SLD)

ED 357 033 TM 019 727

Moore, William P.
Preparation of Students for Testing: Teacher Differentiation of Appropriate and Inappropriate Practices.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Educational Practices; Elementary Education; *Elementary School Teachers; Ethics; *Paraprofessional School Personnel; Pretests Posttests; Questionnaires; Teacher Attitudes; *Teacher Behavior; Teacher Made Tests; *Test Coaching; Test Use; Urban Schools
IDENTIFIERS- Large Scale Programs; Teacher Assessment Prep Practices Questionnaire

This paper studied whether or not elementary school classroom teachers in a large urban midwestern school district were able to distinguish appropriate from inappropriate testing practices in a large-scale mandated program. Fifty of 62 teachers and paraprofessionals in 2 elementary schools completed the Teacher Assessment Preparation Practices Questionnaire (TAPQ), which explored 40 specific testing behaviors of teachers from pretesting to posttesting. Respondents rated each teacher behavior regarding testing for acceptability. Participants distinguished appropriate testing behaviors, but did not demonstrate the expected capability when rating the behaviors. Less than half of the inappropriate behaviors were correctly identified. Those that were characterized as inappropriate had the largest standard errors and variability indices, indicative of disagreement among participants about the appropriateness of these practices. Teachers and paraprofessionals responded in similar ways, demonstrating similar levels of understanding of testing practice. Findings support other research results that have suggested that classroom educators are not prepared to implement appropriate and acceptable test preparation and test administration practices. Recommendations for improvement are included. One figure illustrates the discussion, and four tables summarize responses to the questionnaire items. (SLD)

ED 357 034 TM 019 729

Prototype Specifications and Measures for Content-Based Explanation Skills. Project 2.2: Alternative Approaches to Measuring School Subjects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Essay Tests; Geography; *History; Knowledge Level; Models; Science Tests; Scoring; Skill Analysis; *Specifications; *Student Evaluation; *Test Construction; Test

PUB DATE- Jan 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Elementary School Teachers; Elementary Secondary Education; Heuristics; *Participative Decision Making; Research Methodology; *Research Utilization; Secondary School Teachers; *Teacher Participation; Test Reliability
IDENTIFIERS- *Internal Consistency

Several techniques for conducting studies of measurement integrity are explained and illustrated using a heuristic data set from a study of teachers' participation in decision making (D. L. Taylor, 1991). The sample consisted of 637 teachers. It is emphasized that validity and reliability are characteristics of data, and do not inure to tests as such (B. Thompson, 1991, 1992). An instrument found to produce valid, reliable data in one study may not do so in another because of phenomena external to the instrument. Because of this dilemma, an investigation of measurement integrity should be included as an important part of every study. Failure to do so may result in inaccurate findings that wrongly influence a field. Two tables present the illustrative data. (SLD)

ED 357 054 TM 019 772

Tittle, Carol Kehr
Assessment for Teachers and Learners.
PUB DATE- 19 Oct 92
NOTE- 24p.; Paper presented at Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Practices; Educational Technology; Elementary Secondary Education; Junior High School Students; Mathematics Tests; *Measurement Techniques; *Research Needs; Student Attitudes; *Student Evaluation; Teacher Attitudes; *Test Construction; *Theory Practice Relationship
IDENTIFIERS- *Mathematics Assessment Questionnaire; Meaningfulness; New York

In the field of educational assessment, many changes are going on that are designed to make measurement or assessment meaningful to both teachers and learners. Conditions that support assessment development and research are identified. The need for developing assessments for teachers and learners is being supported by research on unintended effects of testing programs, changing theoretical underpinnings of assessment, and the independence of test development from educational practice. An example of assessment development for teachers and learners is the Mathematics Assessment Questionnaire (MAQ), a survey of thoughts and feelings in the mathematics classroom for grades 7 through 9. The questionnaire provides insight into the meanings that students construct from assessment. Technology can help the teacher construct meaning from the assessment, as the research of the author and colleagues into the use of the MAQ illustrates. Conditions that support assessment development and research in New York communities include: (1) new

DESCRIPTORS- *Analysis of Variance; *Comparative Analysis; Computer Simulation; Equations (Mathematics); *Factor Analysis; *Mathematical Models; *Sample Size
IDENTIFIERS- *Contrast Analysis; Dunnett Test; Multiple Comparisons; *Nonorthogonal Variables; Paired Comparisons; Power (Statistics); Type I Errors; Variance (Statistical)

This study considers the problem of performing all pairwise comparisons of column means for a two-by-four additive nonorthogonal factorial analysis of variance (ANOVA) model where cell variances are heterogeneous. Extensions of the following procedures are considered: (1) Games-Howell (1976) procedure; (2) the C. W. Dunnett (1980) T3 and C procedures; (3) the B. S. Holland and M. D. Copenhaver (1987) technique; (4) the A. J. Hayter (1986) procedure; and (5) the James (1951) second-order test. Using computer simulated data, Type I error rates and statistical power for these multiple comparison procedures are estimated. Sixty-six combinations of sample size and variance patterns are examined. The results suggest that these procedures maintain the familywise Type I error rate under the nominal 0.05 level. In terms of statistical power, the Games-Howell procedure generally provides the greater any-pair power, but the extension of the Hayter technique provides greater average power per contrast as well as in identifying all significant pairwise differences. Fourteen tables present details from the analyses. (Author/SLD)

ED 357 073 TM 019 852

McLean, James E.; Hebbler, Stephen W.
Generating Statistical Tables with Canned Statistical Software.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; College Mathematics; *Computer Assisted Instruction; Computer Software; Higher Education; *Instructional Materials; Probability; *Statistical Data; *Tables (Data)
IDENTIFIERS- F Test; *Software Tools; Statistical Analysis System; Statistical Packages; *Table Producing Language; T Test

A method of generating common statistical tables using canned statistical computer software is presented. This method allows instructors to provide statistical tables for their students, tailored to their needs. The four most common tables used in elementary college statistics courses are z (standard normal), t, F, and chi square. Specific "p" values for these common statistics are computed automatically by most statistical programs for the procedures that are being used. With a little formatting information, code can be written to cause the statistical software program to output tables. Procedures for producing these four tables using the Statistical Analysis System (SAS) software package are presented. These tables were downloaded into a word processor for this paper, and are included as Appendix B. Appendix A is the SAS code for generating the tables. (SLD)

ED 357 074 TM 019 853

Sehr, David
Studying the Democratic School: A Theoretically Framed,

Hill, Marquita

Training African-American Parents for Success. An Afrocentric Parenting Guide.

SPONS. AGENCY- Ohio State Commission on Minority Health, Columbus.

PUB DATE- 92

NOTE- 91p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Black Culture; *Black Family; *Child Development; Communication Skills; *Cultural Differences; Discipline; Guides; Parent Child Relationship; *Parent Education; Parenting Skills; Parent Materials; Self Esteem; *Social Values; *Success; Training; Whites

IDENTIFIERS- *African Americans; Afrocentrism; Rites of Passage

Being an African-American parent in White America is an issue that becomes complicated simply by the difference in cultural values and traditions passed down to African-American families that are generally contradictory to contemporary White American culture. This guide addresses a number of issues for African-American parents in the following chapters: (1) "Parenting in White America"; (2) "The History and Legacy of the African-American Family"; (3) "Rites of Passage for Families/Its Effect on Parenting"; (4) "Cultural Awareness/Family Diversification"; (5) "Communication Skills between Parents and Children"; (6) "Discipline and Self-Esteem in African-American Children"; (7) "The Developmental Stages of Children"; and (8) "Health and Spirituality." Each chapter contains exercises for children and parents. A 22-item bibliography is supplemented by a list of 16 children's books for the Black family. (SLD)

ED 357 093 UD 029 141

Bruner, Charles

So You Think You Need Help? Making Effective Use of Technical Assistance. Resource Brief 1.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Community Coordination; Community Development; Community Problems; *Community Programs; Community Resources; Community Role; Consultants; Government Role; State Agencies; State Government; *State Programs; Statewide Planning; *Technical Assistance

IDENTIFIERS- *Consultant Role; *Service Utilization

This document is designed to help states and communities develop technical assistance relationships and secure assistance that is responsive to the unique needs of the jurisdiction being served. It is based on the experiences of individuals who have studied and participated in service integration efforts at the state and community levels. It draws from relevant business management and public administration literature on the for minority groups. This section also includes data displayed on national indicator maps. The second and largest section offers the same data on a state-by-state basis alphabetically by state and including data for the 50 states and the District of Columbia. Appendixes contain scores and national rankings, states in rank order by indicator, and multi-year trend data for indicators. Also includes notes, sources, and a list of KIDS COUNT projects at local locations. (JB)

ED 357 111 UD 029 183

Homeless Children and Youth in Utah. 1991 Report.
PUB DATE- May 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Children; Demography; *Disadvantaged Youth; *Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; Equal Education; Geographic Distribution; *Homeless People; Population Trends; Preschool Children; Preschool Education; Secondary School Students; *State Surveys
IDENTIFIERS- Shelters; *Utah

A study was done of the numbers and educational status of homeless children in the state of Utah in 1991. A survey was conducted using data provided by 31 shelters statewide and included children and youth who were provided shelter at any time during the year. The total count of 4,894 homeless children and youth, when corrected for general population growth, represents an increase of approximately 3 percent of the homeless child count over the 1990 count. The largest concentration of homeless children and youth was found in Salt Lake City (32 percent), the second largest concentration was found in Ogden (20 percent), the third largest concentration was found in Provo (13 percent), and the fourth largest number was found in St. George (8 percent). The remaining individuals were scattered in rural communities throughout Utah. School attendance data showed that 63 percent of elementary school-age homeless children received services from local school districts. School districts served 71 percent of the homeless middle school children and 48 percent of the high school youth. Only 39 percent of preschool (3-4 year olds) homeless children received education services. Barriers to school attendance continued to be lack of transportation, appropriate clothing, medical care, and food. Appendixes contain data sources, the survey instrument, and definitions. (JB)

ED 357 112 UD 029 184

Homeless Children and Youth in Utah. 1992 Report.
PUB DATE- Dec 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Children; Demography; *Disadvantaged Youth; *Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; Equal Education; Geographic Distribution; *Homeless People; Population Trends; Preschool Children; Preschool Education; Secondary School Students;

elsewhere, the system of school finance has historically been based on the local property taxes collected at the district level. In Texas, these funds have been supplemented by state Foundation School Program funds. In fact, wealthy districts have been able to raise more money and to avoid caps on their spending. In 1987, the District Court held in "Edgewood" that the Texas system was unconstitutional in that it denied children in poor districts the equal protection of the laws and failed to provide an efficient educational system. This decision was overruled in the Texas Appeals Court, a decision subsequently reversed by the Texas Supreme Court, which reaffirmed that the state system was not constitutional. Since 1990 both the legislature and the plaintiffs have proposed new funding plans. The discussion surrounding these proposals is reviewed, with attention to issues of equity and school consolidation. The state school finance law is being rewritten in 1993, with current economic concerns added to those already identified for educational equity. (SLD)

ED 357 131 UD 029 221

Burnett, Gary
The Assessment and Placement of Language Minority Students. ERIC/CUE Digest, Number 89.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education; *Disadvantaged Youth; Educational Discrimination; Elementary School Students; Elementary Secondary Education; *English (Second Language); Equal Education; Language Enrollment; *Language Proficiency; *Minority Group Children; *Needs Assessment; Parent Participation; Politics of Education; School Policy; Secondary School Students; Second Language Instruction; Student Evaluation; *Student Placement
IDENTIFIERS- ERIC Digests; Home Language Survey; *Language Minorities

The assessment and placement of language minority students remain among the most serious problems facing schools today. As of 1990, 14 percent of the school-aged population in the United States comes from language minority backgrounds. Significant numbers of these students are not being properly identified by educators. Assessment procedures in a school often reflect local politics as well as student needs, and thus, no single universally acceptable model has been developed for any aspect of the language assessment process. Still, all districts must determine which students to assess and develop testing mechanisms. In most cases information from teachers and the Home Language Survey act as screening mechanisms for schools to determine if further evaluation is necessary. Various achievement and language proficiency tests have been developed to determine student eligibility for language or other services. Although tests should measure all aspects of language skill, many only evaluate oral skills. Improvements in assessment could take the form of "Student Centers" designed to ensure the equitable treatment of incoming language minority students; multiple assessment methods with teacher involvement in the evaluation; and parent participation in the process. Offers 13 references. (JB)

NOTE- 29p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Bibliographic Utilities; *Cataloging; Fellowships; Foreign Countries; International Studies; Library Associations; Library Automation; Library Catalogs; Library Cooperation; Library Instruction; *Library Research; Library Schools; Library Services; *Preservation; *Technological Advancement
IDENTIFIERS- International Federation of Library Associations; Name Authority Files; *Personal Information Systems; Universal Bibliographic Control

Four papers prepared under the Robert Vosper Fellowship Program of the International Federation of Library Associations and Institutions (IFLA) and delivered at the 1992 annual meeting are presented. "International Cooperation in the Field of Name Authority Data: Observations and Recommendations" (Francoise Bourdon) presents an early diagnosis of problems found with manual and automated authority files concerning the names of persons, corporate bodies, and uniform titles for anonymous classics; and it proposes some solutions. "Personal Access to Library Services by Use of Existing Technologies" (Titia van der Werf) reports on a study carried out under the 1991-92 Vosper program. It explores the connections among automation, service, and personal access for the library user in the framework of Personal Information Technology. "Preservation Education in the Nineties: A Preliminary Report" (Michele V. Cloonan), a 1991 Vosper study, considers preservation and conservation programs in library schools through questionnaires and interviews. "Minimal Level Cataloguing by National Bibliographic Agencies: Summary Report" (Jay H. Lambrecht) discusses the threat to universal bibliographic control that differing minimal level standards cause. (SLD)

ED 356 791 IR 054 482

IFLA General Conference, 1992. Contributed Papers.
PUB DATE- Sep 92
NOTE- 162p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Community Information Services; *Developing Nations; Disabilities; *Foreign Countries; Government Role; Higher Education; Information Technology; Labor Force Development; Library Administration; Library Associations; *Library Services; Optical Data Disks; *Policy Formation; Public Policy; Rural Areas
IDENTIFIERS- Africa (South); India; *Information Policy; International Federation of Library Associations; Nigeria; Oceania; Thailand

Eight contributed papers given at a general session of the International Federation of Library Associations and least one quarter as of fall 1992; (5) while the total number of vocational degrees awarded at NSCC fell nearly 60% between 1986-87 and 1991-92, the proportion of such degrees awarded to Asians, African-Americans, and Hispanics increased from 19% to 33% during this same period; and (6) among students in both academic transfer and vocational preparation programs who were tracked from fall 1989 to 1992, substantially lower proportions of Native Americans and African-Americans graduated within 3 years than did Whites or Asians. Detailed data tables are included. (PAA)

ED 356 809 JC 930 170

Kerlin, Scott P.
Conducting Institutional Research about Multicultural Issues on Campus: It's More Than Black and White.
PUB DATE- May 93
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; College Faculty; Community Colleges; *Cultural Pluralism; *Diversity (Institutional); Educational Research; Educational Trends; *Enrollment Trends; Higher Education; *Minority Groups; School Holding Power; School Surveys; Student Characteristics; Teacher Attitudes; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- Diversity (Student); *North Seattle Community College WA; *Washington

Providing an overview of research in the areas of diversity and multiculturalism among students and faculty in postsecondary institutions, this report examines: (1) changes in ethnicity among college students nationwide, including enrollment, participation, and completion rates by ethnic group; (2) participation, retention, and graduation rates by ethnic group among students in Washington state's colleges and universities; (3) changes in Seattle's ethnic student population; and (4) research on students of color at North Seattle Community College (NSCC), including enrollment, retention, and graduation activity, variations in ethnicity based on gender, age, part-time versus full-time status, and student intent. In addition, the report examines other areas of multicultural research at NSCC, including a 1992 NSCC multicultural campus climate survey of students and faculty, and student tracking efforts at NSCC, involving collaboration with Seattle primary and secondary institutions. The paper indicates that while minority student enrollment in higher education nationwide grew by 7.2% between 1986 and 1988, participation rates (i.e., percent of a given group attending college) did not show the same growth. In Washington, students of color accounted for 65% of the total enrollment growth between 1987 and 1992 in the state's community colleges. Between 1976 and 1992, the proportion of Asian/Pacific Islanders in Seattle's public schools increased from 9.3% to 24.1%. Among full-time faculty at NSCC, 81% agreed that most faculty are sensitive to the issues of minorities, compared with 77% of community college faculty nationally. An 83-item bibliography is included. (PAA)

ED 356 810 JC 930 182

classified staff members in fall 1991; and (3) of the 45,602 students enrolled in technical colleges in fall 1991, 65% were enrolled for workforce training, 3% for basic skills training, and 32% in homemaking, parent education, and avocational courses. (MAB)

ED 356 825 JC 930 232

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1992.
PUB DATE- 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Transfer Students; Community Colleges; Courses; *Enrollment Trends; Full Time Equivalency; School Demography; School Statistics; State Surveys; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Schools
IDENTIFIERS- *Washington

A statistical overview is provided of trends in enrollments, student characteristics, and staffing in Washington's community and technical colleges as of fall 1992. Systemwide data are presented on full-time equivalent (FTE) enrollments by funding source, the changing student mix, full- and part-time students, reduced tuition waivers, student objectives, and planned length of attendance. In addition, information on demographics of students served, measures of student success, courses offered, staffing patterns, and teacher characteristics are presented. Enrollment, student characteristics, and staffing data are also presented by college. Highlighted findings included the following: (1) Washington's community and technical colleges served 226,986 students in fall 1992; (2) the racial composition of the student population in fall 1992 was more diverse than that of the state as a whole (19% students of color at the colleges, compared to 14% in the state population); (3) the student population was 57% female; (4) the system enrolled the equivalent of 119,420 full-time students; (5) 48% of state- or contract-funded courses were taken by students enrolled for workforce training purposes and 39% by students preparing to transfer; (6) full-time students accounted for 46% of total enrollment, higher than the nationwide average of 36%; (7) the full-time student population grew faster than the part-time population; (8) new student enrollments dropped at community colleges while returning student enrollments increased; (9) increased fees for ungraded courses were coupled with a 6% enrollment decline; and (10) 56% of all instruction in community colleges was provided by full-time faculty. (MAB)

ED 356 826 JC 930 233

Sova, Ann; And Others
Center Stage: A Platform for the Discussion of Teaching/Learning Ideas, 1992-93.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Civics; Classroom Techniques; College Faculty;

defining program goals and objectives, plans for retention, goals for students and staff, and changes in facilities, equipment, and curricula; a worksheet for budget projections for 1992-1996; and a glossary of planning terms. The section on student services features an additional glossary of student services terminology. The final section provides flow charts depicting governance and budgeting procedures, as well as lists of general and long term goals for CC. (MAB)

ED 356 842 JC 930 252

Probing the Community College Transfer Function: Research on Curriculum, Degree Completion, and Academic Tasks.
PUB DATE- 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; College Planning; *College Role; *College Transfer Students; Community Colleges; Course Content; *Curriculum; Degrees (Academic); Higher Education; Liberal Arts; National Surveys; Predictor Variables; Public Colleges; *Student Behavior; *Teaching Methods; Teaching Styles; Transfer Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS- Transfer Rates (College); *Transfer Studies; Virginia

Presenting results of transfer research undertaken between 1989 and 1992, this book examines three different dimensions of student transfer from two- to four-year institutions. Following an introduction by Judith S. Eaton, the first chapter, "The Total Community College Curriculum," by Arthur M. Cohen and Jan M. Ignash, presents results of a 1991 study of course offerings and transfer rates at 164 two-year colleges nationwide, examining the relationship between liberal arts and nonliberal arts enrollments and student transfer. The second chapter, "The Community College Contribution to the Education of Bachelor's Degree Graduates: A Case Study in Virginia," by James C. Palmer and Marilyn B. Pugh, examines the contribution of community colleges to the undergraduate education of baccalaureate degree recipients, utilizing a study of community college credits earned among a random sample of 1,731 students who received baccalaureate degrees from Virginia public universities in 1989-90. The final chapter, "Classroom Contexts and Academic Tasks: A Comparison of Equivalent Courses in Community Colleges and Their Primary Receiving Baccalaureate Institutions," by Janet H. Lawrence and Kathleen Hart, explores the similarities and differences between two- and four-year college instructional methods and styles that may affect the academic success of transfer students. The discussion is based on a comparison of expectations, classroom contexts and academic tasks of 39 faculty at two- and four-year institutions teaching courses defined as equivalent in articulation agreements. Data tables, references, and a discussion of building an institutional action agenda through the research results are included. (PAA)

ED 356 843 JC 930 253

Kreider, Paul E.; And Others
Institutional Effectiveness and Student Success.
PUB DATE- Mar 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- Food Preparation; *Food Selection; Gallup Poll
To determine what children and parents know about nutrition, a survey of 772 adults was conducted in 1989 and a survey of 407 children in fourth through eighth grades was conducted in 1991. Results indicated that: (1) almost all children recognized that exercise is important to good health and that the food they eat can affect their future health; (2) children's awareness of the basic food groups surpassed that of adults; and (3) children, like adults, knew that balance, variety, and moderation are the keys to healthy eating. The findings revealed that children are getting the right messages about the basic principles of good nutrition, but that children may be mimicking some adults' fears and misperceptions about healthy eating. When it comes to food selection, children have the most influence over, and may prepare their own breakfast and snacks. Almost half the children said they usually select their own lunches. Nearly three-quarters of the children reported that their mothers made most dinner selections. Almost 9 out of 10 children reported that they eat meals with their families at least 3 to 5 times a week. The majority of the children cited school and their parents as sources of information about food and nutrition. (HOD)

ED 356 861   PS 021 185

Loh, Shoou Ai; Sim, Wong Kooi
The Development of Bilingual Ability in Pre-School Children. NIE-BvLF Project Sub-Study.
PUB DATE- 20 Feb 93
NOTE- 32p.; Paper presented at the NIE-BvLF Regional Seminar (Singapore, February 20, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Bilingual Students; Chinese; English; *Family Environment; Foreign Countries; *Language Acquisition; *Language Aptitude; Mandarin Chinese; Parent Influence; *Parent Role; *Preschool Children; Preschool Education
IDENTIFIERS- *Singapore
To investigate the actual and possible roles of parents in the development of preschoolers' bilingual ability, this study examined the home environments and bilingual ability of Singapore preschoolers. A total of 378 children, aged 5 and 6 years, were divided into 2 groups and individually interviewed. Children in one group began the interview in English; the other group began the interview in Chinese. During the interview, children were tested in English and Chinese in the areas of vocabulary, listening comprehension, story comprehension, translation, and verbal fluency. Children also completed a Home Language Environment Questionnaire. The children's parents also completed questionnaires. Analysis showed that children who perceived their home environment to be predominantly bilingual produced optimal performances in both English and Chinese language tests. Most parents were actively involved in helping their children develop language ability either directly or indirectly. Results also revealed that while children performed well in all language tests, there were some common areas of weakness in both languages, as well as important differences in certain corresponding aspects of English and Chinese, which could affect interlanguage transfer. (MM)

ED 356 862   PS 021 197

Block, Jack
Ego-Resilience through Time.
PUB DATE- 15 Mar 93
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Children; Developmental Psychology; *Individual Development; Longitudinal Studies; *Personality Development; Personality Traits; Preschool Children; Preschool Education; Psychological Patterns; *Self Concept; Young Adults
IDENTIFIERS- *Ego Control; *Ego Resiliency

This paper reports the results of an ongoing study of individuals' ego control and ego resiliency. The study began with 130 subjects in 1969 when the subjects were in nursery school. At the most recent assessment, 104 participants still remained. Ego control is defined as the degree and kind of control individuals exert over their impulses, and ego resiliency as individuals' ability to modify their characteristic level of ego-control. An ego-resilient person tends to be resourceful and adaptive when confronted by new situations. An individual who is not ego-resilient tends to become inflexible when confronted by new situations, and is slow to recoup after stress. The study assessed individuals' ego control and resiliency when the subjects were 3, 4, 5, 7, 11, 14, 18, and 23 years old, by means of experimental measures, interactional procedures, self-evaluations, creativity tests, and clinical interviews. Results indicated a consistency in ego resilience across time for boys and a consistency in ego resilience during early childhood and adolescence, but not between these two periods, for girls. Results also indicated a consistency in ego control for both boys and girls. (ME)

ED 356 880 PS 021 309

Davey, Lynn F.
Developmental Implications of Shared and Divergent Perceptions in the Parent-Adolescence Relationship.
PUB DATE- Mar 93
NOTE- 32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescent Development; Catholic Schools; Decision Making; Discipline Problems; High Schools; *High School Students; *Parent Attitudes; *Parent Child Relationship; Perception; Personal Autonomy; Self Concept; *Social Cognition; *Sons; *Student Attitudes
IDENTIFIERS- Duncan Socioeconomic Index; High School and Beyond (NCES); Upper Middle Class

This study investigated the degree of agreement between adolescents' and parents' perceptions of the adolescent-parent relationship, and the links between these perceptions and adolescents' school achievement and personal autonomy. Questionnaires were completed by 353 adolescents attending an

ED 356 898 PS 021 369

Butcher, Cynthia; Goldin-Meadow, Susan
From One Spoken Word to Two: Exploring the Changing Nature of Gesture.
SPONS. AGENCY- Chicago Univ., IL. Dept. of Pediatrics.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993) and at the Annual Meeting of the Midwestern Psychological Association (65th, Chicago, IL, April 29-May 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Body Language; *Child Language; Infant Behavior; *Infants; *Language Acquisition; Longitudinal Studies; Paralinguistics
IDENTIFIERS- Baby Talk; Speech Events

This longitudinal study explored how gestures changed with with respect to speech as two children progressed from producing single words to producing two-word combinations. Two girls were followed from the production of only single words to their first production of two-word combinations. One child was followed from 14.5 to 18 months; the second child was followed from 15.5 to 22 months. Children were videotaped during spontaneous play sessions; both the mother and researcher interacted with the children. All gestures and speech produced by the children were coded. Three analyses of relationships between gesture and speech were conducted. All communications were classified as gesture alone, speech alone, or gesture and speech combined. The timing of the gesture with respect to the speech stream was determined. Finally, relationships between information conveyed by speech and information conveyed by gesture were described. The data collected suggest that the relationship between gesture and speech changes around the time children begin producing two-word combinations. Shortly before the onset of two-word communication, children begin conveying two ideas, one in gesture and one in speech, within the bounds of a single, tightly timed communicative act. Thus, young children appear to demonstrate skills necessary for two-word speech initially in communications which combine gesture and speech. (MM)

ED 356 899 PS 021 370

Mueller, Daniel P.
Family Supports of Southeast Asian Refugee Children upon Kindergarten Entry.
PUB DATE- Mar 93
NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993). This paper was funded through the evaluation part of the Head Start/Public School Early Childhood Transition Demonstration Project grant, St. Paul, Minnesota site.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

of carefully orchestrated activities, including trust exercises, games, problem-solving exercises, ropes courses, community service and learning projects, and expeditions. This sequence combines practical physical activities with a responsible and responsive group process. Adventure-based counseling may serve learning-disabled students, physically disabled persons, at-risk students, psychiatric patients, court-referred youth, and healthy intact students. This book explores the theory and practice of adventure-based counseling. Section 1 outlines the origins of adventure-based counseling and explores how its key elements are supported by leading theorists and practitioners. Section 2 discusses objectives, training issues, intake procedures, considerations in group formation, curriculum development and planning for specific groups, briefing the group and establishing group and personal goals, leadership strategies, conflict resolution, and debriefing and terminating the group. Section 3 describes specific applications of adventure-based counseling in schools, hospitals and treatment facilities, and programs for court-referred youths. Appendices include results of program evaluations, charts for activities selection, and descriptions of Project Adventure services and publications. This book contains 59 references and resources and an index. (SV)

ED 356 918   RC 019 086

Rohnke, Karl
Silver Bullets: A Guide to Initiative Problems, Adventure Games, Stunts and Trust Activities.
PUB DATE- 84
NOTE- 192p.; Titles on front cover and inside page differ slightly. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adventure Education; *Experiential Learning; *Games; *Group Activities; Group Unity; Outdoor Education; *Physical Activities; Problem Solving; *Self Esteem; Trust (Psychology)

This anthology of over 160 group activities is intended to help teachers, counselors, therapists, camp directors, and other group leaders to encourage group participation and learning in a way that is immediate, involving, and enjoyable. It also provides a resource for curriculum planners in adventure-based counseling programs. At the heart of adventure programs, and tying the various activities together, are several learning goals: (1) increasing the participant's confidence and self-esteem; (2) increasing mutual support within a group; (3) improving agility and physical coordination; and (4) developing joy in one's physical self and in being with others. The games, trust activities, initiative problems, and stunts, grouped in different sections in this book, aim to engender trust, promote fun, and provide challenging experiences. Instructions for each activity are accompanied by photographs, diagrams, and symbols indicating indoor versus outdoor activity, activity level, specific tips, and notes or discussions in some entries. This book contains an index and descriptions of Project Adventure services and publications. (SV)

ED 356 919   RC 019 087

group interaction and leadership skills of outdoor leaders during wilderness trips. The teaching can involve lecture, discussion, and experiential work. An understanding of the following elements enables students to increase their knowledge of group dynamics: (1) stages of group development; (2) an explanation of expedition behavior that clarifies appropriate group behavior during wilderness trips; (3) giving and receiving feedback; (4) describing and labeling conflict strategies, including a group exercise involving a hypothetical situation of survival that forces students to examine their behavior in dealing with group conflict; (5) conflict resolution skills; (6) aspects of group dynamics including communication skills, task and group maintenance skills, emotional issues, and cohesion building; (7) group role functions including task roles, group building roles, maintenance roles, types of dysfunctional behavior, and group manipulation defenses; (8) explanation of the functions of defense mechanisms in groups; and (9) the use of a group dynamics checklist that gives feedback on the group's learning. Appendices include a diagram illustrating leader control conditions and group control conditions and a copy of the checklist on the internal dynamics of groups. (LP)

ED 356 936 RC 019 118

Watters, Ron
The Outdoor Programming Handbook.
PUB DATE- 86
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disabilities; *Educational Objectives; Higher Education; Legal Responsibility; Models; Outdoor Activities; Outdoor Education; *Program Administration; *Program Descriptions; *Program Development; Program Evaluation; Safety
IDENTIFIERS- *Outdoor Recreation

This manual provides guidelines for developing outdoor recreation programs. The manual was prepared for adult outdoor recreation programs, but could be useful for other age groups as well. The following topics are discussed: (1) the historical perspectives of outdoor recreation programming; (2) outdoor programming models, including the club model, instructional/school model, packaged/guided model, survival model, and the common adventure model; (3) defining goals and objectives of outdoor programs; (4) consideration of facilities, resources, and outdoor activities; (5) selection of personnel; (6) funding and budgeting; (7) planning outdoor trips around a common adventure approach; (8) promotion and advertising; (9) operation of an outdoor equipment rental center; (10) issues of liability and suggestions that can be instituted to help minimize liability risks; (11) outdoor recreation for the disabled; (12) evaluation methods for outdoor programs; and (13) military outdoor recreation programs. Appendices include a list of selected outdoor periodicals, outdoor book vendors, film and video sources, outdoor equipment suppliers, and professional organizations. (LP)

ED 356 937 RC 019 119

Huang, Gary Gang
Self-Reported Biliteracy and Self-Esteem: A Study of Mexican American 8th Graders.

Blacksburg, Virginia; Dr. Pamela A. Ferguson, President Grinnell College, Grinnell, Iowa; Dr. Homer A. Neal, Chairman, Department of Physics, University of Michigan, Ann Arbor, Michigan; Dr. Samuel Ward, Professor and Department Head, Department of Molecular and Cellular Biology, and Professor of Ecology and Evolutionary Biology, University of Arizona, Tucson, Arizona; Dr. Jack R. Lohmann, Associate Dean, College of Engineering, and Professor of Industrial and Systems Engineering, Georgia Institute of Technology, Atlanta, Georgia; and Dr. Denice Denton, Associate Professor, Department of Electrical and Computer Engineering, University of Wisconsin, Madison, Wisconsin. Topics discussed by the witnesses included faculty evaluation and promotion; the interaction of teaching and research; the Virginia Tech plan for undergraduate education and faculty rewards; the need for continued research funding; and faculty incentive systems. A copy of "America's Academic Future: A Report of the Presidential Young Investigator Colloquium on U.S. Engineering, Mathematics, and Science Education for the year 2010 and Beyond" is included. (MDH)

ED 356 954 SE 053 139

Manis, Jean D.; And Others
An Analysis of Factors Affecting Choice of Majors in Science, Mathematics, and Engineering at the University of Michigan. Research Report #23.
PUB DATE- Jul 89
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Tec'nical (143)
DESCRIPTORS- *Career Choice; College Freshmen; College Seniors; Engineering Education; *Enrollment Influences; Enrollment Rate; *Females; Higher Education; *Majors (Students); Mathematics Education; Parent Influence; School Surveys; Science Education; *Science Interests; *Sex Differences; Student Attitudes; Student Characteristics; Tables (Data)
IDENTIFIERS- Science Majors; University of Michigan; *Women in Science

Women have traditionally not entered the fields of science and mathematics. This study examines survey responses of University of Michigan seniors interested in science for factors associated with the attraction away from the sciences among women, and reasons why they are more attracted to other fields. The survey respondents were senior women (n=213) who had responded to a science interest questionnaire as freshmen, senior women (n=85) who had not responded to the questionnaire as freshmen, and senior men with similar backgrounds in science (n=124). Women and men respondents were classified as either science concentrators or humanities and social science concentrators. Data presented in this report are based on comparisons among these four groups, or combinations thereof. The first section of the report compares the high school experiences of these groups. The second section compares the university experiences of these groups. Experiences are described by year from the freshman to senior year. Other comparisons are reported concerning educational and career plans, interpersonal influences on career plans, impact of affiliative relationships and family plans, and attitudes about science and careers. Conclusions are discussed about women's enrollment in science and mathematics courses, affective aspects of learning, lack of contact with women in scientific fields, parental influences in the decision to study science, an early childhood teacher enhancement project funded by the National Science Foundation. It is a collaborative project of Kent State University and 11 school districts in a primarily rural midwestern county that has recently been classified as Appalachia. At the conclusion of 2 years, 200 teachers from grades K-2 will have participated in workshops, kept journals, received peer coaching, and helped in a summer curriculum development project. The PMEEP model is based on the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics," and reflects a constructivist approach to mathematics education that focuses on mathematical problem solving, reasoning, connections, and communication. PMEEP is designed to encourage teachers to modify the curriculum and the language they use, and to adapt its child centered "worldview" in a personally comfortable manner. The purpose of the research effort in PMEEP is to understand if the model works, and the conditions that make it effective. The study, which is currently being conducted, includes three components: (1) data collection through teacher surveys and journals; (2) case studies of four schools; and (3) microethnographies of three classrooms. This document describes the results of the microethnography for three teachers and some of the theoretical considerations behind the ethnographic portion of the study. (MDH)

ED 356 973 SE 053 513

Birenbaum, Menucha; And Others
Towards a Stable Diagnostic Representation of Students' Errors in Algebra.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Cognitive Structures; *Computer Assisted Instruction; *Educational Diagnosis; Equations (Mathematics); *Error Patterns; Foreign Countries; Junior High Schools; Junior High School Students; Knowledge Level; Mathematics Education; Mathematics Instruction; Mathematics Skills; Misconceptions; Models; Remedial Instruction; Remedial Mathematics
IDENTIFIERS- *Error Analysis (Mathematics); Israel (Tel Aviv); Solution Methods (Mathematics)

Diagnoses of students' performance on procedural mathematical tasks need to display a certain level of stability and robustness if they are to be used as the basis for remediation, particularly with computer-delivered instruction. The purpose of this study was to compare two diagnostic approaches for describing students' (n=231) errors in algebra with the goal of investigating the relative stability of the diagnoses derived from these approaches. The two approaches utilized were bug analysis and rule-spaced analysis. Bug analysis compares students' answers with entries in a bug matrix constructed from applying students' incorrect procedures (mal-rules) to the test items. Rule-space analysis creates an attribute matrix of solutions strategies for solving test items and compares students' responses on parallel sets of items. Consistent with the findings of recent studies, a relatively large number of bugs were found to be unstable; stable bugs tended to be infrequent. In contrast, the results of the rule-space analysis yielded relatively more stable diagnoses. Four advantages of attribute rule-space analyses over bug analyses are presented:

strongly to join actively in local, state, and national reform efforts. Four detailed recommendations on arts education and the role of the arts within the larger curriculum are provided. In summary, the recommendations include: the establishment of and funding to sustain a National Center for the Arts in Education; support for the transformation of teacher education in the arts for both pre-service and in-service teachers; support for coordination between the arts curriculum standards setting process and the arts assessment process and inclusion of the arts, within the National Education Goals; and the formation of partnerships that affirm the importance of the arts at local, state, and national levels. (Contains 41 references.) (DB)

ED 356 995 SO 023 030

Couch, Larry
Let Us Serve Them All Their Days: Younger Volunteers Serving Homebound Elderly Persons.
PUB DATE- 92
NOTE- 172p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Age Groups; Aging (Individuals); *Community Programs; Homebound; Home Programs; *Intergenerational Programs; *Older Adults; Resource Materials; Social Services; *Volunteers; Young Adults; *Youth

This book is offered as a guide for persons interested in beginning a project where young people volunteer to work with the frail, homebound elderly. The guide presents examples of successful intergenerational projects, the lessons learned from those projects, the elements needed for a successful project, and a step-by-step approach for initiating new projects. Profiles of selected projects along with the names and phone numbers of project directors are provided. The projects profiled are organized into the following categories: help/maintenance projects, meal delivery projects, home service projects, telephone reassurance projects, and other service projects. The guide also contains the views of leaders in the field of intergenerational projects on initiating and expanding projects. A list of resource persons also is included. (DB)

ED 356 996 SO 023 045

Parker, Franklin
Pres. Clinton's Education Priorities: Early 1993 Indications.
PUB DATE- 5 Feb 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; Dislocated Workers; *Educational Change; Elementary Secondary Education; *National Competency Tests; Public Education; Retraining; Skill Development; *Vocational Education
IDENTIFIERS- *Clinton (Bill); Project Head Start

Educators anticipate bold new education reform initiatives from President Bill Clinton and his Education Secretary, Richard Riley. A priority project is college tuition loans, repayable study of an urban mentor teacher program from the perspective of principals. The program's most distinctive feature was the collaborative process used in its development and implementation. The initial concept was formulated at the bargaining table where it won the support of both the teachers' union and the central administration. Eighteen qualified teachers were released from their teaching duties to become full-time mentors. Each was given 6 days of training and was assigned to work with 10 new teachers at 2 to 9 different sites. Mentors were assigned to work with new teachers according to their certification level, but their specific teaching experiences did not always match the beginning teachers' subject area or grade assignment. Questionnaires completed by 103 principals and interviews with 18 principals examined the level of participation in the program, principals' sense of involvement, mentor role, principal role, and suggestions for the program. Data reveal the principals' strong support of the program, although they expressed feelings of being inadequately informed about the program and having had less involvement in it than they would have liked. (Contains 23 references.) (JDD)

ED 357 016   SP 034 462

Gerney, Philip E.
Teaching Critical Thinking (A Practical Approach).
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993). Contains 7 illustrative diagrams that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Convergent Thinking; *Critical Thinking; Decision Making Skills; *Discovery Learning; Divergent Thinking; Elementary Education; Evaluative Thinking; *Learning Activities; *Physical Education; Problem Solving; Teaching Methods; *Thinking Skills
IDENTIFIERS- Guided Discovery Approach; *Spectrum of Teaching Styles (Mosston)

Teaching critical thinking, a relatively new area and concept in physical education, can take the form of problem solving--the development and presentation of physical and mental problems that challenge students to reach a solution. Providing students with conceptually well-defined and designed problems can give physical education teachers an opportunity to provide an experience which addresses all domains and developmental channels. A number of models can be used to develop the critical thinking/problem solving abilities of students. They all share elements that can be distilled to a few common factors: identification of the problem, development and trial of strategies, and evaluation. This paper addresses Mosston's Spectrum of Teaching Styles which presents this type of content. The use of convergent discovery and divergent production, along with opportunities for the use of guided discovery, are what drives this type of curriculum presentation. Several examples of physical education activities utilizing divergent production and convergent discovery are presented. Each activity provides a statement of the problem, descriptions and diagrams of needed equipment and set-ups, levels of difficulty, and indications on safety precautions. (LL)

Content
IDENTIFIERS- Alternative Assessment; Explanations; *Prototypes; Subject Content Knowledge

A set of prototype measures has been developed to measure students' understanding of content areas. Although the starting point has been history, the project has explored the use of a common model for assessment in geography and science as well. These prototypes are intended to provide models for users with assessment requirements who do not have the resources or desire to start the design process from scratch. Derived from a perspective that understanding requires the engagement of the learner with specific detailed content, each example uses concrete textual or graphical materials as part of its stimulus materials. The student's job is to explain, in writing, the meaning of the materials. Specifications are given for the history text materials, the history prior knowledge measure, and the history essay task, as well as the geography and science tasks. To date, the following nine complete sets of assessments that have been developed and tested are listed in separate appendixes with their essay scoring rubrics: (1) Revolutionary War (Henry-Inglis); (2) Revolutionary War (Paine-Inglis); (3) Civil War; (4) Depression; (5) General Immigration; (6) Asian Immigration; (7) Geography; (8) Chemistry; (9) Baking Task; and (10) Essay scoring rubric for history, geography, and science. Ten tables summarize test specifications. (SLD)

ED 357 035 TM 019 740

Muthen, Bengt O.; Nelson, Ginger
Latent Variable Models for Analysis of Growth. Report on Multilevel and Longitudinal Psychometric Models.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cohort Analysis; Computer Software; Elementary Secondary Education; Error of Measurement; *Estimation (Mathematics); Females; *Individual Differences; *Learning; *Psychometrics; Reading Achievement; Reading Tests; Scores; *Structural Equation Models
IDENTIFIERS- ChangeAnalysis; *Hierarchical Linear Modeling; *Latent Variables

It has been demonstrated that the individual variation in the level and rate of learning for a cohort of students over time can be estimated by hierarchical linear models. Models of this type can also be estimated using widely available structural modeling software, which provides a flexible framework for model explorations, including the use of latent variables purged of the influence of measurement error. A growth model is developed that can also be viewed as a structural model with latent variables. As an illustration of the structural modeling approach, data from a study by G. L. Williamson and others (1991) are reanalyzed, working with the reading achievement scores of 278 females. Two figures illustrate the analysis. (SLD)

ED 357 036 TM 019 742

Butler, Frances A.; And Others
Benchmarking Text Understanding Systems to Human Performance: An

organizational arrangements to foster the integration of theory and practice; (2) studies that make explicit use of theories of teaching and learning; and (3) development of procedures to extend and adapt existing assessment development procedures. Eight tables summarize points in the discussion. (SLD)

ED 357 055 TM 019 775

Ohlsson, Stellan
The Interaction between Knowledge and Practice in the Acquisition of Cognitive Skills.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Jul 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Computer Simulation; Feedback; *Knowledge Level; *Mathematical Models; Mathematics Skills; Predictive Measurement; Prior Learning; Sciences; *Skill Development; Transfer of Training; Tutoring
IDENTIFIERS- *Intelligent Tutoring Systems

The role of prior knowledge in skill acquisition is to enable the learner to detect and to correct errors. Computational mechanisms that carry out these two functions are implemented in a simulation model which represents prior knowledge in "constraints". The model learns symbolic skills in mathematics and science by noticing and correcting constraint violations. Results from simulation runs include quantitative predictions about the learning curve and about transfer of training. Because constraints can represent instructions as well as prior knowledge, the model also simulates one-on-one tutoring. The implications for the design of instruction include a detailed specification of the content of effective feedback messages for intelligent tutoring systems. Fifteen figures and three tables illustrate the discussion. (Contains 104 references.) (Author/AA)

ED 357 056 TM 019 776

Gillespie, Maggie; Noble, Julie
Factors Affecting Student Persistence: A Longitudinal Study.
PUB DATE- Nov 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Attendance; *College Freshmen; Data Collection; Dropout Research; Higher Education; High Risk Students; *Institutional Characteristics; Longitudinal Studies; Potential Dropouts; *Predictor Variables; Regression (Statistics); School Holding Power; *Student Attrition; Student Characteristics; Withdrawal (Education)
IDENTIFIERS- *Tinto Model

Student and institutional characteristics related to college freshman persistence were studied. Persistence was examined for 5 institutions (5,950 students) at 4 points in time: end of first term, reenrollment in the spring, end of spring term, and reenrollment in the fall of the sophomore year. Data from a variety of sources were used, and predictor variables were selected to meet the components of the model of persistence of V. Tinto. Three surveys were developed for the study. Both linear and logistic regression were used to develop separate

Qualitative Approach.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; Citizenship Education; Course Evaluation; Curriculum Development; *Democratic Values; Documentaries; Educational Philosophy; *Educational Theories; Ethnography; High Schools; Nontraditional Education; *Public Schools; *Qualitative Research; Research Methodology; *Urban Schools; Videotape Recordings

In the tradition of critical ethnography, this study demonstrates the development and use of a structured approach to the qualitative study of an urban alternative public high school. It responds to the need for research that begins to connect the language of possibility in critical educational theory with an emerging language of possibility in democratic educational practice. It identifies two major competing democratic ideological traditions that have struggled to shape the understandings and practices of U.S. democratic citizenship: a dominant, privately-oriented citizenship tradition, and an alternative tradition of public democratic citizenship. Based on the second tradition, a set of values, attributes, and capacities is outlined that a public school should possess, as well as some ideal school practices for promoting these qualities in students. These ideal practices and citizenship qualities are used as a framework to guide a sample analysis of one particularly rich component (a video documentary class) of the curriculum of a democratic urban alternative high school. The findings should spark discussion, debate, and research into the kinds of curriculum and organizational features that progressive educators should and should not use to promote public democratic citizenship. (SLD)

ED 357 075 TM 019 854

Tuckman, Bruce W.
The Coded Elaborative Outline as a Strategy To Help Students Learn from Text.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Comprehension; Higher Education; *Learning Strategies; *Outlining (Discourse); Scores; Student Motivation; *Undergraduate Students; Verbal Ability; *Writing Skills
IDENTIFIERS- *Coded Elaborative Outline; *Text Learning

The coded elaborative outline (CEO) was evaluated as a strategy for helping students learn from text. CEOs are outlines of main points that include the coding of information read and elaborate on that information to enhance meaning. The following five conditions were compared: (1) required CEOs; (2) voluntary CEOs; (3) CEO instruction only; (4) required standard outlines; and (5) no outlines. Five college classes, with 182 undergraduates who were equivalent in verbal comprehension and effective use of consultants and technical assistance. It is designed to offer states and communities practical advice on how to make most effective use of technical assistance, and how to avoid some of the problems experienced and identified by others. Following an introduction in Chapter 1, Chapter 2 reviews reasons for seeking technical assistance. Chapter 3 examines types of technical assistance. Chapter 4 looks at characteristics common to successful efforts and technical assistance relationships. Chapter 5 discusses selecting a technical assistance provider, and Chapter 6 explores how to develop the best relationship with the service provider. Chapter 7 offers a conclusion and a checklist designed to help initiatives as they seek outside assistance. Contains six references. (JB)

ED 357 094 UD 029 142

The Boston Globe's Top 25 Books in Multicultural Reading for Youngsters.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Age Groups; Annotated Bibliographies; Book Reviews; *Books; *Childrens Literature; Cultural Awareness; Cultural Differences; *Cultural Pluralism; Elementary Education; Elementary School Students; Folk Culture; *Multicultural Education; Novels; Picture Books; United States History
IDENTIFIERS- *Multicultural Materials

This issue of a newsletter about children and reading briefly describes 25 of the best choices in multicultural children's literature. The list includes picture books and novels for young readers. Each book review provides author, illustrator, and publisher names; the title; the age for which the book is appropriate; and a description of the plot and illustrations. The list includes books in the following cultures: (1) Eskimo; (2) Caribbean; (3) African American; (4) Hispanic American; (5) Ukrainian; (6) Chinese; (7) Middle Eastern; (8) Jewish; (9) Native American; (10) Korean; (11) Cambodian; and (12) Turkish. (JB)

ED 357 095 UD 029 145

Boaz, David, Ed.
Liberating Schools: Education in the Inner City.
PUB DATE- 91
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; *Economically Disadvantaged; *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; *Inner City; Low Income Groups; *Minority Group Children; Parent Participation; Private Schools; Program Descriptions; Public Schools; *School Choice; School Policy; *Urban Education; Urban Schools
IDENTIFIERS- African Americans; Chicago Public Schools IL; Enterprise Zones; New York City Board of Education; Reform Efforts

This volume offers the analysis and suggestions for reform of

*State Surveys
IDENTIFIERS- Shelters; *Utah

A study was done of the numbers and educational status of homeless children in the state of Utah in 1992. A survey was conducted using data provided by 31 shelters statewide and included children and youth who were provided shelter at any time during the year. The total count included 4,424 homeless children and youth in 1992. The largest concentration of homeless children and youth was found in Salt Lake City (30 percent), the second largest concentration was found in Ogden (20 percent), the third largest concentration was found in Provo (14 percent), and the fourth largest number was found in St. George (13 percent). The remaining individuals were scattered in rural communities throughout Utah. School attendance data showed that 63 percent of elementary age homeless children received services from local school districts. School districts served 62 percent of the homeless middle school children and 48 percent of the high school youth. Only 25 percent of preschool (3-4 year olds) homeless children received education services, and 10 percent of homeless infants and toddlers received child care. Barriers to school attendance continued to be lack of transportation, appropriate clothing, medical care, and food. Appendixes contain data sources, the survey instrument, and definitions. (JB)

ED 357 113 UD 029 189

Sutman, Francis X.; And Others
Teaching Science Effectively to Limited English Proficient Students. ERIC/CUE Digest, Number 87.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education; *Cooperative Learning; *Curriculum Development; Discovery Learning; Educational Discrimination; Elementary School Students; Elementary Secondary Education; English (Second Language); Equal Education; Inquiry; Inservice Teacher Education; *Limited English Speaking; Parent Participation; *Science Instruction; Secondary School Students; *Second Language Instruction; *Teaching Methods; Thinking Skills
IDENTIFIERS- ERIC Digests

New teaching methods and curricula that show promise in their ability to provide limited English proficient (LEP) students with a good education in both science and English are discussed and illustrated. Discriminatory practice has led to the clustering of LEP students into low ability tracks without consideration of their actual abilities and potential, resulting in underrepresentation of minorities in advanced mathematics and science classes. To stimulate children's intellectual development, school professionals must become familiar with the diverse backgrounds of their students to make instruction more meaningful. Science content taught to LEP students should be the same as that taught to other students. Furthermore, English language instruction must be an integral objective of all science instruction. Instructional techniques must emphasize development of thinking skills. Research has supported the effectiveness of cooperative learning for teaching science to LEP students. An inquiry/discovery approach

ED 357 132 UD 029 223

Ramirez, Elizabeth Weiser
The State of Hispanic Education. Facing the Facts.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.
PUB DATE- 93
NOTE- 5p.; For the 1992 report, see UD 029 191.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Dropout Rate; Economically Disadvantaged; *Educational Trends; Education Work Relationship; Elementary Secondary Education; *Group Status; Higher Education; *Hispanic Americans; Minority Group Children; *National Surveys; Preschool Education; Social Problems; Statistical Data; Urban Youth
IDENTIFIERS- Fact Sheets; *Hispanic American Education; United States

This fact sheet on Hispanic American education in the United States in 1993 offers information on families, spending, school to work transitions, and education at preschool through college levels. The Hispanic population is growing much faster than the rest of the population, and by 1990 it comprised 9 percent of the national population. The Hispanic segment of the population is statistically younger than the non-Hispanic population, and 26 percent of Hispanic families live in poverty. On education spending and personnel, the paper points out that large urban school districts, which are 27 percent Hispanic, are chronically underfunded compared to other districts in the states. The fact sheet goes on to cite the following statistics: (1) Hispanic students make up 11.3 percent of all elementary school students and 10.4 percent of high school students enrolled in 1990; (2) Hispanic youth are most likely to report having been physically attacked at their school; (3) students enrolled in more advanced mathematics courses and who receive more homework have been shown to do better on national achievement tests; and (4) Hispanics are only 5.5 percent of the students enrolled in college in October 1990. Finally, with regard to school to work transitions, the paper cites that in 1989, 72 percent of all recent high school graduates were employed, but only 49 percent of Hispanic graduates had a job. (JB)

ED 357 133 UD 029 224

Ward, Elie
Service Integration: Challenging Systems To Meet Families' Needs.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- Aug 92
NOTE- 33p.; For a related document, see UD 029 225.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Problems; *Agency Cooperation; Bureaucracy; Family Problems; *Family Programs; Guidelines; Integrated Activities; Poverty; Program Administration; *Public Policy; *State Agencies; State Aid; State Government; State Programs; Statewide Planning
IDENTIFIERS- Family Needs; Family Preservation Services; *Family Resource and Support Programs; *New York; Service Delivery

Institutions 1992 annual meeting are presented. These papers deal with a variety of library issues, and are generally, but not exclusively, focused on developing countries. The following papers are included: (1) "Community Information Centres in the Developing Countries with Special Reference to India" (V. Venkatappaiah and T. V. Prafulla Chandra); (2) "Managing University Libraries in Southern Africa in the 1990s: Perception of Challenges and Solutions" (L. Pakkiri); (3) "Thailand's Experiences in Strengthening Information Infrastructure: An Example of an Attempt To Develop the Asia and Oceania Information Infrastructure" (K. Choochuay); (4) "Information Policies and Government Guidance in Nigeria: What Hope for Rural Communities?" (L. I. Diso); (5) "Library and Information Services for Disabled Individuals" (S. Mishra); (6) "CD-ROM Implementation in Developing Countries: Impacts for Improving Services" (M. Keylard); (7) "National Information Policy and the Third World Countries" (K. Navalani); and (8) "Manpower Preparation for Development and Implementation of Information Policies" (S. ur Rehman). (SLD)

ED 356 792 IR 054 483

IFLA General Conference, 1992. Committee on Copyright Issues.
PUB DATE- Sep 92
NOTE- 23p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-482.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Bibliographic Records; *Copyrights; Databases; Information Dissemination; Information Services; *Information Utilization; International Studies; *Library Acquisition; Library Associations; Online Searching; *Optical Data Disks; Publications; Questionnaires; Surveys; *Users (Information); Workshops
IDENTIFIERS- International Federation of Library Associations; UNESCO

An outline is given of a workshop session on copyright issues held at the International Federation of Library Associations and Institutions (IFLA) 1992 annual meeting. The IFLA Copyright Committee advises the IFLA on the implications of worldwide developments in copyright and related rights for the acquisition, distribution, and use of recorded knowledge by libraries, archives, and other information services. At the annual meeting, the workshop reviewed the committee's purposes and goals, and its possible future projects. Workshop questions included the copyright of IFLA's own works, significant issues to be considered, and striking a balance between international and local aspects of copyrights. Several information sheets and a committee roster are included. "Dissemination of UNESCO Databases on CD-ROM" (Denise Pelissier) is also included. UNESCO has produced a CD-ROM (optical data disk) prototype that gives access to bibliographic and referral data and makes some UNESCO databases available online. The prototype, which contains more than 84,000 references in 6 databases was sent to 267 sites in 80 countries. Returned questionnaires (97 from 46 countries) will be analyzed, but preliminary results indicate strong user interest. (SLD)

ED 356 793 IR 054 526

Armstrong, William B.; Takahata, Gail
Building Indicators of Transfer Effectiveness for the San Diego Community College District: A Local Application of the Transfer Assembly Approach.
PUB DATE- Apr 93
NOTE- 39p.; Paper presented at the Annual National Convention of the American Association of Community Colleges (73rd, Portland, OR, April 28-May 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *Cohort Analysis; *College Transfer Students; Community Colleges; Ethnic Groups; Followup Studies; Higher Education; *Longitudinal Studies; *Outcomes of Education; Participant Characteristics; Research Problems; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- San Diego Community College District CA

This paper outlines issues related to transfer in the San Diego (California) Community College District (SDCCD), discusses approaches to studying transfer and provides data on the number and characteristics of SDCCD students included in the 1992 Transfer Assembly study conducted by the Center for the Study of Community Colleges at the University of California at Los Angeles (UCLA). The American Association of Community Colleges presentation "San Diego Community College District Transfer Rates: An Application of the National Transfer Assembly Approach" (Augie Gallego and Bill Armstrong) comprises the bulk of the document. The paper begins with a discussion of the lack of consensus on a definition of transfer rate and argues for the adoption of a longitudinal, cohort tracking approach, which follows the same group of students over time and allows enough time for new students to transfer. Next, findings from the 1992 Transfer Assembly are discussed for the three colleges in the SDCCD. Data tapes of student records for the fall 1986 cohort of first-time students who completed 12 or more transferable units were matched against enrollment files for all California State University and University of California campuses. Findings of the analysis include the following: (1) of the 12,948 first-time students in fall 1986, 27.4% (n=3,551) completed 12 or more transferable units during the subsequent 4 years; (2) of these students, 649 went on to a senior institution, for a transfer rate of 18.3%; (2) the percentage of fall, 1986 first-time minority students who completed 12 or more transferable units ranged from 25.9% for Black students (n=332), 32.2% for Asian students (n=255), 27% for Latino students (n=365), and 30.7% for Native American students (n=43); and (3) the percentage of these minority students who actually transferred to a California public senior institution ranged from 15.4% of Black students (n=51), 22.7% of Asian students (n=58), 16.7% of Latino students (n=61), and 16.3% of Native American students (n=7). Presentation materials and extensive data tables are included. (MAB)

ED 356 811 JC 930 208

Howard, R. Keith; Tully, Richard B.
Developing a Statewide Retention Plan.
PUB DATE- 18 May 93
NOTE- 13p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English

*College Outcomes Assessment; Community Colleges; *Ethical Instruction; *History Instruction; *Multicultural Education; *Problem Solving; Student Evaluation; Teacher Effectiveness; Teaching Methods; Teaching Styles; Two Year Colleges
IDENTIFIERS- Broome Community College NY

The serial "Center Stage" is designed to provide a forum for the presentation and discussion of effective teaching methods, ideas, and experiences of the faculty at Broome Community College (BCC), in Binghamton, New York. Volume 3 includes seven issues, focusing on the following themes: (1) human discovery, including articles on "Columbus and the Discovery of Discovery," the nature works of Barry Lopez, and reading and writing assignments on the discovery theme; (2) moral reasoning and ethical issues; (3) personal perspectives on assessment, including outcomes assessment and portfolio assessment; (4) multicultural education, including articles on foreign language instruction, cross-cultural linkages, and transcultural nursing; (5) a celebration of teachers and teaching at BCC; (6) problem solving, including articles on myths about problem solving, useful problem solving characteristics, problem solving in tech-prep and in the workplace, and using problem solving to teach problem solving; and (7) civic education, including articles on promoting civic competence, the meaning of democracy, and community service. (MAB)

ED 356 827 JC 930 234

Gonzales, Frank S.
Implementing Total Quality Management at El Camino College.
PUB DATE- May 89
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Principles; College Planning; Community Colleges; *Educational Administration; Management Development; Management Systems; Middle Management; Organizational Climate; *Organizational Effectiveness; *Organizational Theories; Participative Decision Making; *Program Implementation; Sensitivity Training; Training Methods; Training Objectives; Two Year Colleges
IDENTIFIERS- El Camino College CA; *Total Quality Management

The California Community Colleges are in the midst of a reform process initiated by Assembly Bill 1725. A major goal of the bill is to fund colleges' staff development efforts. In an effort to transform the campus organizational culture from one of predominant competitiveness to collaboration, El Camino College (ECC) in Torrance, California, initiated a comprehensive training program in the management principles of Total Quality Management (TQM). In May 1989, 39 administrators, classified staff, and faculty completed 10 days of training in TQM, covering basic principles, data gathering, the TQM transformation model, and "coaches" training to build interpersonal and leadership skills. The basic principles of TQM argue that the goal of all employees of an organization should be either to serve the organization's customers directly, or to serve fellow employees who do. The TQM transformation model calls for project teams, comprised of five to seven representatives from various departments, to identify work areas needing improvement, collect data, and generate improvement activities. Human relations training, focusing on interpersonal communication skills, helps create a collaborative work environment among project team members.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Planning; Community Colleges; Educational Research; *Faculty Development; Institutional Mission; *Mission Statements; Program Evaluation; *Resource Allocation; *School Effectiveness; School Surveys; *Self Evaluation (Groups); Staff Development; Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- Mount Hood Community College OR

Since the early 1980's, the primary institutional mission of Mount Hood Community College (MHCC) in Gresham, Oregon, has been identified as student success. Toward that end, the college has instituted an ongoing systematic review of instructional program improvement and implemented institutional strategic planning directly linked to budget development. In addition, an office of staff and organizational development was established in 1986 which currently conducts 2-week programs of learning activities for faculty and ongoing development programs for managers and support staff. To help assess student success, MHCC has collected student "intent" data upon entry and on a term-by-term basis since 1983, focussing on educational and career goals, and intended duration at MHCC. Also, the college instituted a mandatory assessment and placement program in 1984 to enhance the prospects of student success. At the core of MHCC's institutional effectiveness assessment is the program review process, conducted on an annual basis and utilizing such quantitative and qualitative indicators as student demand, job placement, transfer success, the local employment outlook, and staff development. Results of program review activities are incorporated into the annual strategic planning process, a participatory effort which engenders community dialogue and which provides the basis for the budget development process. Finally, as part of MHCC's mission review process in 1989-90, a "mission to measurement" document was developed, designed to emphasize the institutional commitment to document outcomes and improve student success. MHCC's mission statement and flow charts depicting student success strategies and planning and resources allocation processes are included. (PAA)

ED 356 844   JC 930 254

Taylor, Kenneth E.; Flermoen, Cynthia
Employment Placement Data of 1990-91 Occupational Graduates at Minnesota's Twin City Area Community Colleges. Metro Pilot Study Report #1.
PUB DATE- Mar 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; College Graduates; Community Colleges; *Education Work Relationship; Employment Patterns; *Graduate Surveys; Job Placement; Law Enforcement; Nursing Education; Outcomes of Education; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- Minnesota (Twin Cities)

In 1991, followup studies of the employment and educational status of 1990-1991 occupational program graduates were conducted by the seven community colleges in the Twin Cities metro area of Minnesota: Anoka-Ramsey, Cambridge Center, Inver Hills, Lakewood, Minneapolis, North Hennepin, and Normandale. While the colleges used different questionnaire formats and follow-up procedures, each school provided outcomes data to the

Peterson, Karen L.; Peck, Charles A.
Parental and Teacher Role Perceptions.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Child Development; Child Rearing; Comparative Analysis; Educational Responsibility; Elementary Education; Family School Relationship; Parent Child Relationship; *Parent Responsibility; *Parent Role; Preschool Education; *Role Perception; *School Responsibility; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Perception of Parental Role Scales

This study compared parent and teacher beliefs regarding the relative importance of a set of child care and education tasks, and assessed the degree to which the responsibility for these tasks was perceived to be shared between home and school. The questionnaires of the Perception of Parental Role Scales were administered to three groups of subjects: (1) parents of school-age children in rural settings; (2) parents of preschool children in rural settings; and (3) teachers of school-age and preschool children in rural and urban settings. The instrument consisted of 75 items related to child care and education and represented 13 clusters of child care and education tasks such as those related to cognitive development, emotions, norms and social values, health care, emotional needs, and basic child care. Respondents rated items on the survey for the importance of the task in raising a child, and the locus of responsibility for the task (from almost exclusively parent to almost exclusively school on a 5-point scale). The study revealed statistically significant differences between parents' and teachers' beliefs. Teachers as a group showed little variation on their perceptions of responsibilities but differed from parents in the degree to which they felt parents should have responsibility, particularly in the case of academic learning. (HOD)

ED 356 863 PS 021 199

Hamm, William H.; Clawson, Kenneth
The Effect of Grouping on the Behaviors of Eighth Grade Students.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; Attendance; Comparative Analysis; *Discipline Problems; Grade 8; Group Dynamics; *Heterogeneous Grouping; High Risk Students; *Homogeneous Grouping; Junior High Schools; *Junior High School Students; Longitudinal Studies; Middle Schools; *Student Behavior; Suspension; Track System (Education)
IDENTIFIERS- Middle School Students

To investigate the effect of heterogeneous and homogeneous instructional groupings used in a middle school eighth grade on selected student behaviors, 120 students were assigned to a heterogeneous group and 120 students to a homogeneous group based on several factors. The heterogeneous group was comprised of all students enrolled in the school band, approximately 20 at-risk students, and other students of differing ability all-male, inner city, Catholic high school, and by their parents. The questionnaires assessed the parents' and adolescents' perceptions of the closeness and amount of communication in their relationship, parents' knowledge of their son's activities, and the distribution of decision making in the family. Outcome measures were individuation, or parents' and sons' connectedness or separateness in their relationship; deviance, or the degree to which the sons had gotten into trouble at school; and sons' scholastic achievement. Results concerning individuation indicated that the more the sons perceived their relationship to their parents as constructive, the more autonomous the sons were; and sons' and parents' perceptions of their closeness were related to the parents' individuation. Results relating to deviance showed that sons who did not feel close to their parents and who believed their parents knew little about their activities had more discipline problems in school than other adolescents. Results concerning achievement indicated that sons who perceived a closeness to their parents and who perceived themselves to be in control of decision making exhibited greater school achievement than other adolescents. (ME)

ED 356 881 PS 021 338

Needlman, Robert; And Others
Pediatric Interventions To Promote Picture Book Use.
PUB DATE- Mar 93
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; *Family Involvement; *Family Programs; Infants; *Literacy Education; Parent Education; Parents as Teachers; *Pediatrics; *Picture Books; Preschool Children; Preschool Education; Primary Health Care; *Program Effectiveness
IDENTIFIERS- Dialogic Education; *Family Literacy; Pediatricians; Shared Book Experience; Shared Reading

Pediatricians can play a role in promoting family literacy. Boston City Hospital has developed a model program that integrates family literacy into pediatric primary care, and has designed a program of research to evaluate its effects. The program has three components. In the waiting room, volunteers model for parents how to listen, question, discuss, and read books with children. Secondly, in the examination room, the pediatrician provides guidance about books by implicitly showing parents the principles of dialogic reading. Finally, at each visit, beginning at six months, the pediatrician gives the parent a developmentally and culturally appropriate book for the child to take home. A study of the program found that parents who had received guidance in books reported that looking at books was one of their child's three favorite activities. Preliminary results from the second study found that parents participating in this program employed a variety of book-sharing strategies and showed widely variable interaction styles when reading to their children. These studies indicate that pediatricians can effectively intervene in support of book use and literacy development. (MM)

ED 356 882 PS 021 342

DESCRIPTORS- Comparative Analysis; *Cultural Differences; Ethnic Groups; *Family Environment; Family Income; Family Problems; *Hmong People; Kindergarten; Kindergarten Children; *Low Income Groups; *Parent Attitudes; Primary Education; Sex Role; Social Networks; *Social Support Groups
IDENTIFIERS- Family Support; Parent Expectations; Project Head Start

Comparing Hmong families with other ethnic or cultural groups (whites, African-Americans, Hispanics, and other Asians), this study examined family-related supports and risks in a low-income, ethnically diverse sample of 242 children entering kindergarten in St. Paul, Minnesota. All kindergarten children from 23 kindergartens in 6 elementary schools who attended Head Start for at least 3 months were eligible for inclusion in the study, and 121 chose to participate. A subsample of 121 children who did not attend Head Start was drawn from the same kindergarten classrooms. Family risks and supports were assessed by interviewing a parent or primary caretaker of the child (usually the mother) in the family's home. Measurements included family type, parent education, family status and instability, parents' psychological distress or well-being, family income adequacy, family social support, parent expectations, and parents' gender role beliefs. Analysis indicated several advantages for Hmong children, which included a two-parent family structure with relatively low stress and instability, high parental expectations, and strong social support networks. Disadvantages included families' difficulties in providing for the basic needs of their members, low parental education, and nonegalitarian gender role beliefs. The sample used in this study will be followed longitudinally as part of the evaluation of the Head Start Public School Early Childhood Transition Demonstration Project. (MM)

ED 356 900 PS 021 385

Knapp, Nancy F.; Peterson, Penelope L.
Understanding Learners' Understandings. Elementary Subjects Center Series No. 97.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Mathematics; Elementary School Students; Grade 3; *Individual Differences; *Instructional Innovation; *Mathematics Education; Primary Education; *Student Attitudes; Student Behavior; *Teacher Attitudes; Teacher Response; Teaching Methods
IDENTIFIERS- *Discourse Based Teaching

This descriptive study explored understandings of five learners in a third-grade mathematics class during a year in which their teacher attempted to change her teaching method. The study also examined the teacher's self-images of teaching while using the new discourse-based approach. Data was obtained from: (1) interviews with the teacher throughout the year; (2) interviews with each student in October and June; (3) small group problem-solving interviews in mid-June; (4) notes from weekly observations during the school year; (5) videotapes of all 20 days of instruction in a multiplication and division unit taught in April and May; (6) copies of students' mathematics notebooks; (7) students' grades on timed tests of number facts; and (8) students' California Test of Basic Skills scores from

Rohnke, Karl
Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum.
PUB DATE- 89
NOTE- 224p.; Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adventure Education; Course Descriptions; Curriculum; Elementary Secondary Education; Experiential Learning; *Games; *Group Activities; Higher Education; Leadership; Outdoor Education; *Physical Activities; Physical Education; Problem Solving; Self Esteem
IDENTIFIERS- *Project Adventure Inc MA; Rope Courses

This book provides teachers and recreation professionals with a guide to Project Adventure activities and curriculum. Project Adventure learning goals are: (1) increasing the participant's personal confidence; (2) increasing mutual support within a group; (3) improving agility and physical coordination; (4) increasing joy in one's physical self and in being with others; and (5) developing familiarity and identification with the natural world. Section 1 examines leadership issues in adventure programming (group formation, selecting appropriate activities, group dynamics, and debriefing the group); discusses warming up and learning to fall; and provides complete directions for numerous games, initiative problems (group problem-solving activities), and ropes course elements. Section 2 describes how specific institutions came to develop their exemplary adventure programs and presents their curriculum outlines. These programs take place in Cambridge (Massachusetts) public schools, Ridgewood (New Jersey) middle schools and high schools, Radford University (Virginia), and American Youth Foundation camps. Appendices contain instructions for tying knots, describe orienteering with map and compass, provide evaluation outcomes, and discuss outdoor adventure programming in the elementary school curriculum. This book contains an index, many black and white photogaphs, and descriptions of Project Adventure services and publications. (SV)

ED 356 920 RC 019 088

Raffan, James
Inside Outdoor Education: A Case Study.
PUB DATE- 88
NOTE- 13p.; An Outdoor and Experiential Unit Occasional Paper. An earlier version was published in the Outdoor Recreation Research Journal Volume 1, Winter, 1986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Policy; Elementary Education; Elementary School Students; Foreign Countries; *Outdoor Education; *Questioning Techniques; *Role Conflict; *Teacher Role; Teacher Student Relationship; *Teaching Styles; *Theory Practice Relationship

This case study examines the teaching practices of Alan Woods, (pseudonym) who teaches elementary students in an outdoor education program. It describes a typical teaching day, including Alan's comments about his work and important aspects of being an outdoor educator. Alan stated that he used

PUB DATE- 5 Apr 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingualism; *Bilingual Students; *English (Second Language); Grade 8; Junior High Schools; Junior High School Students; Language Dominance; *Language Proficiency; *Mexican Americans; *Self Esteem; Self Evaluation (Individuals); Spanish Speaking
IDENTIFIERS- Hispanic American Students

This study examines the relationship between proficient bilingualism or biliteracy (proficiency in reading and writing in both Spanish and English) and the self-esteem of Mexican American students. The concept of proficient bilingualism has not been widely used to examine bilingual education's noncognitive functions, in particular its effect on the self-esteem of Mexican American students. This study analyzed data from the 1988 National Education Longitudinal Survey. The sample included 1,034 Mexican, Mexican American, and Chicano eighth graders with a Spanish-English bilingual background. Based on self-report, students were categorized as either biliterate, English monoliterate, Spanish monoliterate, or oral bilingual. A set of 13 questions that measured self-esteem were factor analyzed, generating three subdimensions (self-deprecation, self-confidence, and fatalism). Controlling for students' sociodemographic background, school experience, academic performance, and status among peers, analysis revealed: (1) Mexican American children who saw themselves as biliterates had the highest self-confidence as compared to monoliterates and oral bilinguals; (2) English monoliterate children had lower fatalistic attitudes than other children; (3) self-reported Spanish monoliterates seemed disadvantaged in the three measures of self esteem; and (4) there was a strong interactive effect between parents' education and children's birth place (U.S. or foreign) on biliteracy identity. This paper includes data tables. Contains 40 references. (LP)

ED 356 938   RC 019 120

Zickrick, Mark
Indian Education. Student Incentive and Tuition Equalization Grants. Issue Memorandum 92-7.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; College Students; Equalization Aid; *Federal Aid; Federal Indian Relationship; Federal Programs; *Higher Education; Program Descriptions; *Scholarships; State Programs; *Student Financial Aid; Tuition Grants
IDENTIFIERS- *South Dakota

This paper analyzes three higher education grant programs in South Dakota: the Indian Education Grant; the Student Incentive Grant (SIG); and the Tuition Equalization Grant (TEG). The Indian Education Grant was created in 1949 by the legislature to provide 30 higher education scholarships for Indians. Since its inception, the Indian Education Grant has grown 1,246 percent, while higher education appropriations have grown 8,034 percent. Several administrative changes were made to the program, including not limiting the number of grants awarded the importance of science in career plans, and combining family and career roles. Six recommendations to increase women's enrollment in science are made. (Contains 22 references.) (MDH)

ED 356 955 SE 053 155

Gough, Noel
Laboratories in Schools: Material Places, Mythic Spaces.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; Foreign Countries; Science Activities; *Science Curriculum; Science Education; *Science Instruction; *Science Laboratories; Science Materials; *Scientific Methodology; *Scientists; Secondary School Science; Student Attitudes
IDENTIFIERS- *Science Policy; *Science Writing

This paper discusses the relationship between the work that takes place in science laboratories and the science curriculum that is presented in the schools. The introduction asserts that although science education identifies itself with the scholarly disciplines of science, science educators should devise curricula that fairly represent these disciplines to learners. The second section proposes that science textbooks misrepresent science through oversimplification and that school science laboratories have fictionalized the science laboratory. The third section discusses the image of scientific work as depicted by textbooks and the realities of what is done in scientific laboratories. The fourth section discusses the politics of scientific writing and the potential power science exerts. The final section suggests that school laboratories do not resemble the work sites of professional scientists and proposes that school laboratories are more suited for object-oriented play and exploration. (Contains 18 references.) (MDH)

ED 356 956 SE 053 182

Fazio, James, Jr.
How Trees Can Save Energy.
PUB DATE- Dec 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Climate Control; *Energy; Energy Conservation; *Energy Management; Environmental Influences; Horticulture; *Landscaping; Site Development; *Trees; *Urban Environment

This document might easily have been called "How To Use Trees To Save Energy". It presents the energy saving advantages of landscaping the home and community with trees. The discussion includes: (1) landscaping advice to obtain the benefits of tree shade; (2) the heat island phenomenon in cities; (3) how and where to properly plant trees for desired outcomes; (4) the winter benefits of trees; and (5) environmental and energy benefits of utilizing tree trimmings for fuel. Additional sources of information about trees and conservation are described on the back cover of the bulletin. (MCO)

(1) deficient subskills as attributes are known mathematical entities and recognizable to teachers; (2) identified attributes are integral subcomponents of the task enabling failure to be traced to one or more deficiencies in subskills; (3) remedial scripts for subskill deficiencies can be prepared as a consequence of the identified advantages; and (4) teachers and researchers avoid extensive efforts to find mal-rules that are unreliable. A list of 28 references is included. (Author/MDH)

ED 356 974 SE 053 514

You Can Help Your Young Child Learn Mathematics = Usted puede ayudar a sus hijos a aprender mathematicas.
PUB DATE- Mar 93
NOTE- 29p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Games; Elementary Education; *Family Involvement; *Learning Activities; *Mathematical Applications; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; *Parent Participation; *Parents as Teachers; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Problem Solving; Second Languages; Spanish
IDENTIFIERS- Food Preparation; Recreational Mathematics

These two booklets (one in English and one in Spanish) are designed to help parents become more involved in their children's mathematics education. The booklets are divided into two sections. The first section explains why mathematics is an important subject for children to learn as they prepare themselves for a place in today's society. The section discusses the function of the parents in this preparation; urges parents to participate in school activities; explains how parents can encourage their children and help them develop good study habits; and encourages parents to help their children see that mathematics is not only numbers, but concepts and ideas. The second section presents ways in which mathematics can be incorporated into family activities. Suggestions include utilizing mathematics in making purchases, traveling, planting gardens, cooking, and playing games. (MDH)

ED 356 975 SO 022 291

Phillips, David, Ed.
Lessons of Cross-National Comparison in Education. Oxford Studies in Comparative Education, Volume 1.
PUB DATE- 92
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; *Comparative Education; Educational Change; Educational Finance; Educational Research; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; Teacher Education; Vocational Education
IDENTIFIERS- Europe (West); Japan; *United Kingdom

through voluntary public service jobs. The President also supports increased funding for the Head Start Program and money for a national apprenticeship program for high school students with specific job skills. Labor Secretary Robert Reich favors job skills training for displaced workers and for the 75% of youth who do not earn college degrees. President Clinton is expected to back national standards and testing for the basic school subjects. A family leave bill also remains high on the Democrats' agenda. The nomination of Richard Riley as Clinton's Education Secretary was followed by easy confirmation in the Senate. Riley joined Clinton in expressing support for family choice in public schools and opposition to the voucher system of funding private education. And Riley, like Clinton, favors improved early childhood education and better social services for the young, increased cooperation between educational agencies, and moves toward national standards and testing of basic school subjects. Another important factor in the President's efforts to improve education is First Lady Hillary Clinton. She has directed Arkansas efforts to upgrade education and reduce infant mortality. Education reform seems likely to be front and center during the Clinton presidency. (LBG)

ED 356 997 SO 023 056

Sesow, F. William; And Others
Improving the Critical Thinking Ability of Preservice Social Studies Teachers.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Critical Thinking; Higher Education; Learning Activities; *Methods Courses; *Preservice Teacher Education; Secondary Education; Secondary School Teachers; Skill Development; *Social Studies; *Student Teachers; *Thinking Skills
IDENTIFIERS- Preservice Teachers

University students enrolled in a social studies methods course improved their critical thinking ability by engaging in specific thinking activities and by teaching critical thinking skills lessons to secondary school students. The program utilized was called Improve Minimal Proficiencies by Activating Critical Thinking (IMPACT). Key elements of the program included a universe of 22 critical thinking skills, 10 teaching behaviors, and a lesson plan format. The 22 skills were grouped into three major categories: (1) the enabling skills of perceiving, conceiving, and seriating; (2) the process skills of analyzing, questioning, and inferring; and (3) the operations skills of logical reasoning and evaluation. The effectiveness of the IMPACT program was evaluated by giving the student teachers who applied it as well as to a non-participating control group the Cornell Critical Thinking Test, Level Z. The IMPACT group performed better than the other group on a posttest. One figure and one table are included along with 14 references. (LBG)

ED 356 998 SO 023 057

Falk, Candace; And Others
The Life and Times of Emma Goldman: A Curriculum for Middle and High School Students. Primary Historical Documents on: Immigration, Freedom of Expression, Women's Rights, Anti-Militarism, Art and Literature of Social Change.

ED 357 017 SP 034 467

Provisional Teacher Program: Implementation Guidelines.
PUB DATE- Dec 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; Beginning Teachers; Educational Certificates; Elementary Secondary Education; *Program Implementation; State Programs; *State Standards; Teacher Education; Teacher Evaluation; Teacher Supervision
IDENTIFIERS- *New Jersey

These guidelines are offered to public school districts and nonpublic schools to assist in implementing the provisional certification requirements for first year teachers in New Jersey. The guidelines address: (1) membership of the Professional Support Team that provides the training, support, and supervision for provisional teachers; (2) roles and responsibilities of team members, including the principal, mentor teacher, curriculum supervisor, and college faculty member; (3) school district level of responsibility; (4) training of support teams; (5) evaluation of provisionally certified teachers; (6) fees related to provisional certification; and (7) assistance from the State Department of Education. Appendixes contain information on procedures for hiring a provisional teacher, a list of the steps involved in the provisional teacher program, a training and supervision contract form, and forms for evaluating provisional teachers. (JDD)

ED 357 018 SP 034 469

Lavoritano, Joseph E.; Segal, Patricia B.
A Teacher Consultation Project for Urban Non-Public Schools.
PUB DATE- 93
NOTE- 28p.; Paper presented at the Philadelphia Non-Public School Psychology Conference (Philadelphia, PA, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conventional Instruction; Educational Practices; Elementary Education; Experimental Teaching; Inservice Teacher Education; *Low Achievement; *Mainstreaming; Parochial Schools; *Student Characteristics; *Student Needs; *Teacher Attitudes; Teacher Expectations of Students; *Teacher Workshops; Teaching Methods; Urban Schools
IDENTIFIERS- Self Perception Inventory; Teacher Attitude Inventory (Whitmore)

This paper describes an inservice teacher education project entitled "Educating the Low Achieving Child in the Regular Classroom" offered to Christian-oriented nonpublic urban schools that are committed to mainstreaming children with learning differences. The project provided training to increase teachers' flexibility and ability to tolerate the diverse needs of low achieving students. Participants (N=27) completed a Teacher Attitude Inventory (TAI) and the Adult Self-Perception Profile (ASPP). Workshop results indicated that the

Exploration.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Sep 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Artificial Intelligence; Comparative Analysis; *Computer System Design; Elementary School Students; Elementary Secondary Education; *Evaluation Methods; Junior High School Students; Man Machine Systems; Performance; Pilot Projects; *Reading Comprehension; Reading Tests; Sample Size; Scores; Systems Development
IDENTIFIERS- *Benchmarking; Comprehensive Tests of Basic Skills; Natural Language Processing; *Performance Based Evaluation; Text Processing (Reading)

This study, part of a larger effort to develop a methodology for evaluating intelligent computer systems (Artificial Intelligence Systems), explores the use of benchmarking as an evaluation technique. Benchmarking means comparing the performance of intelligent computer systems with human performance on the same task. Benchmarking in evaluation has been concentrated in the areas of natural language understanding and expert systems. A criterion reading measure was used so that national grade level norms for reading could be established and would provide the anchor for benchmarking the text understanding systems. Eleven text understanding systems were considered, and 6 were finally chosen for a pilot test with 13 adults and 3 school-age students. The refined reading comprehension test was administered to 74 sixth graders, 273 eighth graders and 58 eleventh graders. Comprehensive Test of Basic Skills scores were available for all of the students in the sample. Due to the relatively small and clustered subject sample, it was possible to neither benchmark on a continuous scale nor determine the statistical significance of many of the results. Nevertheless, general descriptive results indicate that a human benchmark methodology can distinguish certain kinds of natural language processing abilities of intelligent computer systems. Six tables present study results. Seven appendixes present supplemental information about the study and the computer systems used. (SLD)

ED 357 037 TM 019 743

Herman, Joan L.
Accountability and Alternative Assessment: Research and Development Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 20p.; Abridged version of a report in "Educational Leadership," 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Cost Effectiveness; *Educational Assessment; Educational Improvement; Educational Policy; Elementary Secondary Education; Evaluation Criteria; Knowledge Level; *Research and Development; Scoring; *Student Evaluation; Test Use; *Thinking Skills
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

The research evidence supporting current beliefs in testing is prediction models for each institution. Estimated success rates and accuracy rates of the models for identifying high-risk students were calculated from the probabilities generated by logistic regression. Results support Tinto's view that persistence models are specific to individual institutions and to the time period being examined. An example is provided for using the results to identify high-risk students and to develop intervention strategies targeting key factors related to student retention. A discussion of the practical issues involved in collecting retention data is also provided. Fourteen tables present study findings. (Author/SLD)

ED 357 057 TM 019 783

Thomas, Roberta Rodriguez
Art Education. Program Evaluation Report.
PUB DATE- Jun 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Affective Objectives; *Art Education; Art Teachers; Cognitive Development; *Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Interviews; Needs Assessment; Program Evaluation; Public Schools; School Districts; *School Surveys; Skill Development; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Orange County Public Schools FL

The model for delivery of art education in the Orange County (Florida) Public Schools addresses both cognitive and affective skill development. An evaluation conducted in 1992 addressed the effectiveness of art education, the needs and concerns of art educators, and student attitudes toward art. Procedures used consisted of classroom observations, staff development visits, principal interviews, and art teacher and student surveys. Interviews were conducted with 18 school administrators and 4 new art teachers. A survey of 1,291 fifth and ninth graders assessed student attitudes toward art. Surveys of 48 art teachers indicated educator responses to the program. Program objectives for art education were appropriate based on the literature reviewed and the needs of the district, and the operational guidelines were satisfactory. All teachers reported addressing program objectives, including those for integration of art with other disciplines, in their classes. Student attitudes toward art were generally positive. Some concerns were aired regarding facilities and equipment, particularly in the high schools where the ability of students to support the art classes through fees paid was observed to be related to the quality of the program offered. Three tables present study data. Four appendixes contain: (1) the principal interview form; (2) the art teacher survey; (3) the new teacher interview form; and (4) the student survey concerning attitudes toward art. (SLD)

ED 357 058 TM 019 784

Fardig, Diane
Career Education. Program Evaluation Report.
PUB DATE- Aug 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test,

grade motivation, were each randomly assigned to 1 of the 5 conditions as part of an undergraduate educational psychology course and subsequently tested on a valid and reliable achievement test. Results show that students who were required to write CEOs for the textbook chapters covered on the test scored significantly higher than did students in all of the other conditions. CEOs would appear to be an effective strategy to help students learn from text. Three tables present study findings, and one figure illustrates the discussion. (SLD)

ED 357 076 TM 019 855

Siskind, Theresa G.
Can Academic Achievement Be Predicted by a Lady Walking in the Rain?
PUB DATE- Feb 91
NOTE- 9p.; Paper presented at the Annual Meetings of the Eastern Educational Research Association (14th, Boston, MA, February 13-16, 1991) and the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Adults; Correlation; Education Majors; *Freehand Drawing; *Graduate Students; Higher Education; *Intelligence Tests; Nonverbal Tests; Performance Tests; *Predictive Measurement; Scores; Standardized Tests
IDENTIFIERS- *Human Figure Drawing Test; *Lady Walking in the Rain; Language Free Tests

Drawing tests are often used to provide confirmatory and supporting evidence of intelligence or intellectual functioning. The relationship between scores on these types of instruments and academic achievement was studied among graduate students seeking degrees in education. The sample consisted of 125 graduate students in education (93 women and 32 men). Subjects had to draw a lady walking in the rain, a standardized measure that is not difficult to score. "Lady Walking in the Rain" protocols were scored by the researcher and correlated with achievement measures including grades and scores on achievement tests. Results indicate that scores on human figure drawing tests are not consistent with other measures of achievement in these adult students. There was considerable variation in scores on the various measures. Using such a "language free" measure of intellectual functioning requires additional study prior to acceptance for adult subjects. One table presents descriptive statistics and a correlation matrix. An appendix contains the scoring system for the drawing task. (SLD)

ED 357 077 TM 019 856

Fellows, Nancy
Mapping Conceptual Change in Matter and Molecules.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Comparative

leading educational experts on the topic of education in the inner cities. An introduction provides an overview of the problems of American education and a proposed solution: educational choice. The 12 chapters are as follows: (1) "The Public School Monopoly: America's Berlin Wall" (David Boaz); (2) "The Performance of America's Primary and Secondary Schools" (William A. Niskanen); (3) "Inside Chicago's Schools" (Bonita Brodt); (4) "The View from the Third Floor" (Ben Peterson); (5) "Public and Private Choices for African-American Parents" (Joan Davis Ratteray); (6) "Profit-Seeking Schools" (Myron Lieberman); (7) "Give Choice a Chance" (John E. Chubb and Terry M. Moe); (8) "The East Harlem Story" (Sy Fleigel); (9) "Choice and Change in Public Schools" (Robert S. Peterkin); (10) "Perestroika and the Private Provider" (John E. Coons); (11) "How To Help Low-Income Students" (James D. Gwartney); and (12) "Education Enterprise Zones" (Pete du Pont). (JB)

ED 357 096   UD 029 146

Hood, John
When Business "Adopts" Schools: Spare the Rod, Spoil the Child.
PUB DATE- 5 Jun 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Education; Cooperative Programs; *Corporate Support; Economic Impact; *Educational Change; Education Work Relationship; Elementary Secondary Education; Privatization; Public Education; *Public Policy; *School Business Relationship; School Choice; School Policy
IDENTIFIERS- Reform Efforts

This essay offers an analysis and critique of business involvement in public elementary and secondary education. An opening section suggests that of the initiatives launched in the past, many have been only cosmetic and based more on slogans and fads than on meaningful reform proposals. The essay goes on to suggest a more thorough identification of the nature and direction of the education crisis as a means to better formulate an effective business response. This section argues that the most effective way for business to be involved in education reform is by playing a larger role in the social and political debate about reform. An analysis of the businesses and school partnerships centered on financial assistance and of the effectiveness of various efforts is included. This section concludes that spending money on schools is most often not the best way to achieve real change. A later section argues that the most direct route to improving American education is to radically change the way public schools operate and that schools and the education establishment have effectively resisted change. A final section suggests a business agenda for school reform that would support parental choice, elimination of personnel regulations, and the states' school regulating role. Offers 61 notes. (JB)

ED 357 097   UD 029 151

Cantalupo, Denise
Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE). Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92

is especially effective for LEP students. Innovations to improve science instruction for LEP students can best be implemented through teacher training, new curricula, parent involvement, and new approaches to assessment. A 22-item list of general references is supplemented by a list of 15 items related to instructional materials. (SLD)

ED 357 114 UD 029 190

Barry, Travis
Minority Scholarships: Affirmative Action or Reverse Discrimination?
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Affirmative Action; Civil Rights; Court Litigation; Demography; *Educational Legislation; Federal Legislation; Higher Education; *Hispanic Americans; Minority Groups; Policy Formation; Position Papers; *Public Policy; Racial Discrimination; Reverse Discrimination; *Scholarship Funds
IDENTIFIERS- Controversy; *Department of Education; Latinos; Minority Scholarships; Policy Analysis

This brief analyzes a recent shift in the U.S. Department of Education's policy on minority designated scholarships and explores the issues in the national debate on these scholarships. An overview of the controversy notes the Title VI section of the Civil Rights Act of 1964 that outlaws racial discrimination where federal funds are received. A following section reviews the history of the current situation, which began in December of 1990 when a Department of Education official announced that minority designated scholarships were in violation of civil rights laws. The brief goes on to outline the traditional policy position that minority scholarships offset the effects of historical societal discrimination and the new policy position that such scholarships discriminate unacceptably against non-minority students. A discussion of affirmative action looks at its purpose and arguments about its effects. An analysis of legal issues discusses legislation as well as recent court decisions. A final section argues that the root of the issue is an understanding of the effect and necessity of affirmative action. Side bars list arguments for and against minority designated scholarships and offer statistics on Hispanics in higher education. (JB)

ED 357 115 UD 029 191

The State of Hispanic Health, 1992. Facing the Facts.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Children; Death; Demography; *Health Needs; *Hispanic Americans; Medical Education; Medical Services; Migrant Workers; Mothers; *National Surveys; Older Adults; Social Problems; Special Health Problems; *Statistical Data; Substance Abuse

Assessment; Service Providers; Service Quality

This report offers an evaluation of services for families in New York State, finds that system is in chaos, and proposes a 5-year commitment to integrate programs and funding in six agencies. The report finds that billions of federal, state, local, and private dollars are committed annually to support separate service systems with no imperative for the systems to work together. These separate systems have functionally crippled themselves by adding layer after layer of complexity producing a system immobilized by separate bureaucratic requirements. The paper argues that one root of the problem is the more than 200 separate funding streams supporting services for multi-problem families. In addition, the culture within New York State agencies has contributed to agencies not sharing information and resources. The paper goes on to argue for the implementation of community-based integrative service planning, which would result in more productive, effective, and economical service provision. The balance of the document offers further information on and a detailed discussion of the proposed plan of reform, including a discussion of delivery of services, economics and service needs, structural change, models that work, and an action plan. (Contains 18 references.) (JB)

ED 357 134 UD 029 225

The 1993 New York State Children's Agenda.
SPONS. AGENCY- Dyson Foundation, New York, NY.; Edna McConnell Clark Foundation, New York, N.Y.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- 93
NOTE- 18p.; For a related document, see UD 029 224.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Agenda Setting; Child Health; *Child Welfare; Elementary Secondary Education; Family Problems; Family Programs; *Group Status; Integrated Activities; Preschool Education; Primary Health Care; *Public Policy; *Social Problems; *State Agencies; State Programs; Statewide Planning
IDENTIFIERS- *New York

This publication advances an agenda on children's issues for the New York State Legislature in the 1993 budget and legislative session. An opening section reviews the status of the state's children with respect to poverty. The following section argues for a series of remedies including raising the minimum wage, offering a state earned income tax credit, increasing public assistance grants, and expanding child assistance programs. A section on children's health suggests universal health care for children, and increased participation and funding for program that address hunger. In the area of education the document advocates creation of an equitable school aid formula and redesign of special education services. A final section proposes support for vulnerable children and families through commitment to a family preservation philosophy in the development and delivery of child welfare, juvenile justice, health, mental health, family support, and community development services. This section outlines a proposed 5-year plan for state agency integration for more effective service to families. (JB)

ED 357 135 UD 029 236

Elgin, Ramona R.
Comparison of Book and Video Circulation in Public Libraries.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Books; Comparative Analysis; Librarians; Library Administration; *Library Circulation; *Library Collections; Library Statistics; Library Surveys; Library Technical Processes; *Public Libraries; Questionnaires; Users (Information); *Videotape Cassettes
IDENTIFIERS- *Illinois; *Library Directors

To determine whether videocassettes have become an integral part of library collections, a survey was conducted to compare book and video circulation statistics during a 5-year period in northern Illinois. A survey was sent to directors of the 84 public libraries in the Suburban Library System in northern Illinois requesting the population of each library's service area, the number of books and videos in the collection, their circulation over a 5-year period, charging and checkout practices, and interlibrary loan policies. Fifty-one directors replied. There appears to be little standardization in video circulation periods, costs, and collection organization and retrieval. There is not much correlation between video and book circulation, although circulation does appear to increase when charging for videos is dropped. Results also demonstrate that libraries do not keep or retain their statistics in the same manner. Only about half of the libraries allow videos to go out on interlibrary loan. Most objections to such loans may have resulted from the newness of videos in the collections and the lack of standardization in their storage and retrieval. Nine tables present survey findings. The 19-item questionnaire is included. (Contains 9 references.) (SLD)

ED 356 794 IR 054 534

Library Services and Construction Act (LSCA). Texas State-Administered Annual Program FY 1993.
PUB DATE- 93
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Disabilities; *Federal Aid; Federal Legislation; Library Cooperation; Library Development; Library Expenditures; Library Planning; Library Services; *Library Statistics; Library Surveys; *Program Development; *Public Libraries; *State Programs; State Surveys; Statewide Planning; Tables (Data)
IDENTIFIERS- *Library Services and Construction Act; *Texas State Library

The documentation required under the Federal Library Services and Construction Act for the 1993 annual program of the Texas State Library is assembled. Under Title I, Public Library Services to Areas Without Services, the state plans total expenditures of $12,066,877, including $5,019,151 in federal funds and $7,047,726 in state funds for services to areas with inadequate services, the physically handicapped, state institutional library services, and administration. Under Title II, Public Library Construction and Technology Enhancement, Texas plans to

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Planning; Committees; *Dropout Prevention; Educational Improvement; Program Development; Program Implementation; *School Holding Power; *Statewide Planning; Technical Institutes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Indiana Vocational Technical College

The Indiana Vocational Technical College (IVTC) is a state-supported two-year college with 22 campuses across Indiana. In January 1992, as part of a college-wide effort to improve institutional effectiveness, an eight-member Retention Committee (RC) was established, consisting of executive and instructional deans; directors of student services; directors of planning, research, and student relations; a registrar; and a staff person. The RC was designed to review current IVTC retention policies, collect baseline statistics on regional and institutional retention, and visit selected institutions with exemplary retention programs. After reviewing the literature on retention and tracking systems, the committee developed a two-step student cohort tracking system and solicited information on retention activities at individual IVTC campuses. In addition, RC members visited four two-year campuses in other states which had innovative retention programs. Following the site visits, a list of retention terms and activities was developed and sent to IVTC campus administrators for review and use in identifying and improving retention activities. Among the RC's findings and recommendations were the following: (1) successful retention efforts must have top-level administrative support; (2) IVTC non-persistence rates appeared comparable to the national average; (3) early warning systems at IVTC are too often informal or uncoordinated; (4) many IVTC faculty and staff orientations do not include a special emphasis on retention; (5) retention committees should be established at each IVTC campus; (6) a fund for innovative retention programs should be created; and (7) a college-wide course/class/instructor evaluation system should be implemented. (PAA)

ED 356 812 JC 930 210

Prather, James E.; Carlson, Christina E.
When Four-Year and Community Colleges Collide: Studies in Planning for Enrollment Maximization.
PUB DATE- May 93
NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); College Administration; Community Colleges; *Cooperative Programs; Educational Finance; *Educational Research; Educational Trends; Enrollment; *Enrollment Trends; Higher Education; *Intercollegiate Cooperation; Transfer Policy; Transfer Programs; Two Year Colleges; Two Year College Students; Universities

In an era of tight budgets and declining enrollments, two-year colleges are increasingly viewed as feeder schools by larger, four-year colleges and universities, and are themselves exploring the costs and benefits of cooperative arrangements.

After the training program was completed, participants' experiences were used to develop an awareness package, consisting of a set of five educational modules, for training other ECC employees in TQM. This report includes a description of ECC's current educational setting; an examination of the principles of TQM, focusing on 5 of the 14 TQM principles most relevant to education; a discussion of organizational and management theories, including a review of human resource theory, collaboration versus competition, and the importance of middle managers; and a discussion of management successes at Miami-Dade Community College in Florida. (PAA)

ED 356 828   JC 930 236

Cunningham, Pearley; Sandrock, Brad L.
Mid-Mon Valley Survey: Education and Training Needs.
PUB DATE- Jun 91
NOTE- 62p.; Prepared for the Mon Valley Progress Council and the Mid-Mon Valley Economic Revitalization Program, Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Characteristics; Community Colleges; Community Surveys; Comparative Analysis; Economic Development; *Educational Needs; *Employer Attitudes; *Job Training; Labor Force Development; Needs Assessment; *Occupational Surveys; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Monongahela Valley

In May 1991, a survey was conducted of businesses and industries in the Mid-Mon Valley in Pennsylvania to develop a profile of the companies, determine their competitiveness and expansion since completion of a 1987 Business Outreach Survey, determine their use of technology, identify training needs for the Mid-Mon Valley, and examine how companies work with local schools at all levels. A total of 139 companies were contacted, and 75 responded for a 54% response rate. Major findings of the study included the following: (1) while companies with over 100 employees are few in number, they hire the majority of workers in the Mid-Mon Valley; (2) manufacturing was the most common activity among companies surveyed; (3) since 1987, companies appeared to have drawn closer to home, doing less business at the tri-state level; (4) although employment was up 18.6% over 1987, it was still 32% below the 1984 level; (5) semi-skilled jobs doubled in number, while unskilled jobs declined by one-half; (6) while companies were making considerable purchases in computers and related software, they were not making accompanying changes in employment training and were relying heavily on on-the-job training; (7) companies found it difficult to recruit and hire skilled labor, with most reporting "word of mouth" as the most common recruitment technique; (8) the most frequently mentioned quality desired of employees was a positive work attitude; and (9) 34% of companies were involved in cooperative education programs, while an additional 33% expressed an interest in such programs. Specific recommendations for companies, economic development agencies, and educational institutions; detailed data tables; a copy of the survey instrument; and a list of participating companies are included. (PAA)

ED 356 829   JC 930 237

Illinois Community College Board.
PUB DATE- 93

Community Colleges Systems Office using a standard form for classifying outcomes. The outcomes for the seven colleges included the following: (1) the overall response rate for the seven studies was 72%, with a high of 90% for North Hennepin, and a low of 44% for Cambridge Center; (2) over 96% of graduates were from Health, Public Service, and Business programs, with less than 4% coming from Communications, Technical, and Aviation programs; (3) Nursing accounted for over one-third of graduates, while law enforcement accounted for another one-sixth of graduates (4) 94% of the occupational program respondents were employed, with 80% employed in a job related to their education; (5) rates for employment in a field related to program of study were highest among graduates of health and technical programs; and (6) with respect to specific programs, Nursing had the highest job placement rate, at 96%, while the two public service programs, Law Enforcement and Legal Assistant, had the lowest rates, at 61% and 59%, respectively. Data tables providing placement rates and educational status of graduates by college and program are appended. (PAA)

ED 356 845 JC 930 255

Taylor, Kenneth E.; Flermoen, Cynthia
Transfer Activity and Employment of 1991-92 AA Graduates at Minnesota Twin City Area Community Colleges. Metro Pilot Study Report #2.
PUB DATE- May 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Associate Degrees; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; *Graduate Surveys; Outcomes of Education; State Universities; Student Behavior; Two Year Colleges; Vocational Followup
IDENTIFIERS- Minnesota (Twin Cities)

In 1992, surveys of the educational and employment status of 1991-1992 Associate of Arts degree program graduates were conducted by the seven community colleges in the Twin Cities metro area of Minnesota: Anoka-Ramsey, Cambridge Center, Inver Hills, Lakewood, Minneapolis, North Hennepin, and Normandale. All the colleges used the same survey instrument and two follow-up efforts. Results of the studies included the following: (1) the overall response rate for the seven colleges was 81%, with a high of 92% for Lakewood, and a low of 59% for Minneapolis; (2) 65% of all the respondents were currently enrolled in a four-year college, while an additional 6% were continuing their education at two-year colleges; (3) Inver Hills had the highest percentage of respondents enrolled in four-year institutions (77%), while Anoka-Ramsey had the lowest percentage (57%); (4) 27% of the respondents reported employment and no continuing education, while only 3% reported being unemployed and not continuing their education; (5) 40% of Anoka-Ramsey respondents reported being employed, compared with 19% of Minneapolis' respondents; (6) nearly half of those graduates enrolled in four-year institutions had transferred to one of the seven colleges in the Minnesota State University (MSU) system, over one-fifth were enrolled at the University of Minnesota (UM), and 10% had transferred to four-year schools outside of the state; and (7) among students enrolled in spring 1992 who transferred without a degree, one-third transferred to an MSU levels. The homogeneous group was comprised of students equal in number to and matched to the ability levels of the band and at-risk students, plus other students of differing ability levels matched to the ability levels of the additional students in the heterogenous group. Data for a 6-month period were gathered to determine if a causal relationship existed between the groupings and student behaviors. The data consisted of direct observations of interactions between students and information obtained from school records, including: (1) number of days absent from school; (2) number of assignments to in-school suspensions; and (3) number of days of out-of-school suspensions. The school records showed that there were fewer absences, in-school suspensions, and out-of-school suspensions among the students who were heterogeneously grouped than homogeneously grouped. In addition, there were lower rates of undesirable student behavior and academic failure for the heterogeneous group than for the homogeneous group. (HOD)

ED 356 864   PS 021 213

Connell, Peggy H.; Evans, Janet
The Effects of an Extra Year Program after Kindergarten on Students' School Achievement and Self-Esteem.
PUB DATE- Nov 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Child Development; Comparative Analysis; Educational Research; Elementary Education; Elementary School Students; Grade 4; Grade Repetition; Intermediate Grades; Kindergarten; *Program Effectiveness; Self Concept; *Self Esteem; *Transitional Programs
IDENTIFIERS- *Extra Year Programs (Kindergarten); Piers Harris Childrens Self Concept Scale; Stanford Achievement Tests

The effects of an extra-year transition program after kindergarten on fourth grade students' achievement and self-esteem levels were examined in this study using the Piers-Harris Children's Self-Concept Scale and the Stanford Achievement Test. Fourth grade students from a school district in central Alabama who had participated in the extra-year program were compared to randomly selected fourth grade students who had not participated in the extra year program, students who had been referred to but not placed in the transition program, and retained students. The total sample consisted of 80 students. The transition program was planned according to Uphoff's (1990) characteristics of effective transition room programs to provide a "developmentally appropriate designed transition room" staffed by an experienced teacher. The findings indicated that the extra-year program did not have a significant impact on students' achievement. However, in contrast to the results of other studies reported in the literature, the self-esteem of fourth grade students who participated in the program was significantly higher than the self-esteem of nonparticipants. (HOD).

ED 356 865   PS 021 214

Jennings, James M.
Closing the Achievement Gap: A Model for Success.

Martin, Roy P.
Are Behavior Problems in Preschool Children Related to Big-Five Markers.
PUB DATE- Mar 93
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Child Behavior; Foreign Countries; Multivariate Analysis; Personality Assessment; *Personality Measures; *Predictive Validity; Predictor Variables; *Preschool Children; Preschool Education
IDENTIFIERS- Bermuda; *Big Five Markers; Developmental Psychopathology

This study investigated whether the "Big-5" structure (a 5-factor model used to capture variance in adult personality) can be obtained from parental ratings of 4-year-old children using traditional markers of this structure that are derived primarily from research on adult personality. The study also examined whether Big-5 markers can be used to meaningfully predict children's behavior problems. Participants were 359 preschool children from 10 public preschools in Bermuda and their parents. Parents completed the Early Childhood Behavior Inventory (ECBI), a measure of the extent to which their children manifested behavior problems. The ECBI used a structure composed of five factors: Conduct and Noncompliance; Tense and Withdrawn; Attention and Neurological; Fearful and Sensitive; and Eating and Elimination. After completing the ECBI, parents responded to 10 Big-5 bipolar marker scales. Analysis indicated that Big-5 marker scales performed predictably according to Big-5 theory. Big-5 language was useful in predicting behavior problems in preschool children, particularly for Conduct, Withdrawal, and Attention and Neurological problems. This research supports the idea that measures of normal personality variation designed to assess most of the Big-5 would be helpful in elucidating developmental psychopathology. Eleven tables of data are included. (MM)

ED 356 883 PS 021 344

Nicholls, John G.
What Knowledge Is of Most Worth? Student Perspectives.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Children; Cognitive Development; Context Effect; Curriculum Design; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Knowledge Level; *Student Attitudes; Student Characteristics; *Student Motivation
IDENTIFIERS- *Controversial Topics; *Knowledge

Researchers generally seek to improve student motivation without input from students concerning subject matter and teaching methods. Yet students make conceptual distinctions among different forms of knowledge, concerns, and contexts regarding knowledge. One distinction is between intellectual conventions tests taken in the spring. The five students included an African-American boy, a Chinese boy, a Cameroonian boy, an Iranian-American girl, and a Malaysian girl. A narrative, interpretive presentation of data throughout the year comprises the majority of this document. Analyses revealed how different students had different experiences and constructed different understandings which related to the students' personalities and expectations of their learning in mathematics. Appendices include summaries of all data analyses; selected questions from student interview protocols; and explanations of categories used to code students' multiplication and division strategies. (MM)

ED 356 901 PS 021 386

Prawat, Richard S.
Commonalities and Differences in Views about Ideal and Actual Curriculum in Six Subject Matter Domains. Elementary Subjects Center Series No. 101.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Curriculum Development; *Curriculum Evaluation; *Elementary Education; *Elementary School Curriculum; *Elementary School Teachers; English Curriculum; Language Arts; Mathematics Education; Music Education; *Researchers; Science Education; Social Studies; *Teacher Attitudes; Textbook Evaluation

This report summarizes and compares findings of researchers' and teachers' opinions in six subject areas (literature, social studies, science, mathematics, music, and art) about ideal and actual elementary school curricula. Three researchers and three teachers participated in each subject area. Participants were asked to write detailed responses to a questionnaire eliciting views about actual and ideal curricula. Five- to 6-hour interviews were conducted regarding ideal curricula and opinions concerning the most widely used textbook series in participants' subject area. Analyses revealed that all participants agreed that existing curricula material should be revised to focus on a limited number of key understandings that might be taught in greater depth. Despite agreement about the faults of existing curricula, however, there was considerable difference of opinion about how to improve current practice. Teachers tended to approach curriculum planning with the child in mind; researchers approached planning with the discipline in mind. Another key distinction related to differences in how respondents viewed the nature of knowledge. (MM)

ED 356 902 PS 021 393

Rosenkoetter, Sharon E.; Rosenkoetter, Lawrence I.
Starting School: Perceptions of Parents of Children with and without Disabilities.
PUB DATE- 28 Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

recitation questioning (asking students to recite previously learned information) to get to know his students and keep their attention and that he used Socratic questioning (a series of simple questions leading to formation of a concept) when students were keen to the topic. In observed practice, however, with activities tightly scheduled, Alan used extensive recitation questioning only. This difference between what Alan said and what he actually did can be explained by a contrast between espoused theories and theories-in-use. Espoused theories are what we give our allegiance to; whereas theories-in-use actually govern our behavior. Alan faced the conflict of balancing his responsibility to get to know his students with his professional obligation to teach lessons prescribed by the school program policy. A second conflict in Alan's practice was between concerns of cognitive outcomes of his teaching and affective ones. These conflicts reflect two opposing views of outdoor education. The "indoor view" holds that outdoor education, like all other types of schooling, should not stress the affective, emotional and social outcomes of learning. Alan in practice, however, accepts what might be called an outdoor view. This view says that outdoor education is not like other school subjects, that it provides experiences with special attributes and demands of their own. The conflict between an outdoor educator's thoughts and actions is a problem to which the solution lies in the explication and understanding of the indoor/outdoor dilemma. (LP)

ED 356 921 RC 019 090

Childers, Robert D.; Penn, Patricia
Field Test Evaluation of "Family Connections," Volume I.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 24 Nov 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *High Risk Students; *Parent Education; *Parent Materials; *Parent Participation; Parents as Teachers; Parent Teacher Cooperation; Preschool Curriculum; Preschool Education; Program Evaluation; Rural Education
IDENTIFIERS- Kentucky

This document evaluates a series of weekly activity guides developed for families of at-risk preschool children. The purpose of the guides was to increase communication between teachers and families, the amount of time families spent with their children on developmentally appropriate learning activities, and parental understanding of developmentally appropriate curriculum and activities. Ten schools in five rural Kentucky school districts participated in the field study. Response rates were 43.3% on the first administration of the parent reaction form and 54.9% six weeks later on the second administration. Results indicate: (1) parents viewed the guides as interesting, helpful, easy to read, and informative; (2) the majority of parents read aloud sections of the guide to their children; (3) parents reported using the developmental learning activities in the guide once or twice a week; (4) the average amount of time families spent using the guides slightly increased over time; (5) parents' overall reactions included the opinion that the guide was interesting and fun for children; (6) the majority of parents expressed a desire to continue receiving the weekly guides; and (7) more than half yearly; establishing a cap of $250 per student per semester; shifting the responsibility of determining student eligibility from the Board of Regents to the Bureau of Indian Affairs; and allowing Indian students enrolled only in public institutions to receive grants. The most significant aspect of this program is a history of erratic federal funding. On the other hand, equal legislative appropriations to the SIG and TEG have become routine. Both programs assist in providing financial assistance to any eligible student who attends South Dakota postsecondary and higher education institutions. Both programs limit the size of grants awarded yearly to between $100 and $600. Only the TEG limits grants to those students attending certain private institutions in South Dakota. Although all three programs award grants based on financial need, the SIG and TEG differ from the Indian Education Grant in how they are administered and funded. This paper suggests that the SIG and TEG programs should be combined to provide grants of meaningful amounts to needy students. (LP)

ED 356 939 RC 019 206

Dixon, Brock
Learning by Singing.
PUB DATE- Jan 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Culture; Educational History; Elementary Education; *One Teacher Schools; Rural Schools; *Singing; *Songs; Teaching Methods; *Values; *Values Education

This essay discusses singing as a method of learning cultural values and the types of songs sung in a midwestern one-room country school in the 1930s. Singing and memorized poetry were major mediums for education in values. School children learned many songs with themes of patriotism and citizenship, such as "The Star Spangled Banner," "America the Beautiful," and "America." Militant, militaristic songs such as "Battle Hymn of the Republic," "Columbia, Gem of the Ocean," and "Marching Through Georgia" brought images of war to the students. Some negative cultural values were taught through songs such as "My Old Kentucky Home," "Solomon Levi," and "La Cucaracha." Other songs such as "Annie Laurie," "Comin' Through the Rye," and "Drink to Me Only with Thine Eyes" were also sung. The daily routine of the opening singing sessions instilled many values in the school children of that era. Both students and teacher sang without a conscious awareness of indoctrination as the songs reflected the American history that they knew. (ALL)

ED 356 940 SE 052 989

Improving the Outcomes of Science Education for the Pacific Northwest. Science and Mathematics Initiatives. Program Report.
PUB DATE- Sep 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Change; Elementary Secondary Education; Outcomes of Education; Regional Laboratories; *Regional Planning; Science Curriculum; *Science

ED 356 957 SE 053 191

Farmer, Mike
Writing Science Project Research Papers: A Step-by-Step Approach.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Content Area Writing; Expository Writing; High Schools; High School Students; *Research Papers (Students); *Research Reports; Science Activities; Science Education; *Science Projects; *Scientific Research; *Student Writing Models; *Technical Writing; Writing for Publication; Writing Skills
IDENTIFIERS- *Science Writing

This guide is intended to be a manual for directing students in the formal presentation of science-project research. Because the results of science research are expected to be presented in an understandable form that persuades the reader that the conclusions drawn from the experimentation are correct, it is important that students follow established formats in their writing. To be convincing, papers should be clear, concise, and accurate. The guide contains guidelines for the eight distinct sections that are usually part of a scientific paper: (1) title page; (2) abstract; (3) introduction; (4) method; (5) results; (6) discussion and conclusions; (7) bibliography; and (8) acknowledgements. The content and purpose of each section is described. Additional suggestions, hints, and samples of award-winning papers are discussed. Guidelines for submitting papers to the "Journal of High School Science Research," and the addresses of where to send papers are included. (MDH)

ED 356 958 SE 053 193

Collict, George
Basics of Control: The Mechanical, Hydraulic, and Pneumatic Transfer of Power and Motion. Project Description, Teacher's Manual, and Student Manual.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Feb 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cooperative Learning; Curriculum Development; *Curriculum Evaluation; Design Requirements; High Schools; Hydraulics; Learning Activities; *Mechanics (Physics); Mechanics (Process); *Motion; Physics; *Problem Solving; *Science Activities; Science Curriculum; Science Education; Science Projects; Secondary School Science; *Technology; Vocational Education
IDENTIFIERS- Pneumatics; *Technology Education

In 1990, the New Jersey Department of Education awarded the Randolph Township Board of Education a grant to evaluate the

The papers which make up this volume were for the most part presented at a program of seminars given in Oxford, England, in the autumn of 1990. The seminars represented the first activity of the new Centre for Comparative Studies in Education installed at the Department of Educational Studies of the University of Oxford in January 1990. The Centre's principal objective is to collect and analyze data on education in other countries in order to make comparisons with the United Kingdom that might inform policy discussions. The present collection seeks to make a contribution to two important questions in the study of comparative education: What lessons can be learned from cross-national studies of issues in education? and What problems of comparative method do such studies have to address? The nine papers in the collection include: "Introduction" (David Phillips); "An International Comparison of Access to Higher Education" (A. H. Halsey); "Schools of Education and Teacher Education" (Harry Judge); "Education Training and Economic Performance in Comparative Perspective" (David Finegold); "French Lessons: Comparative Perspectives on What It Means to be a Teacher" (Patricia Broadfoot; Marilyn Osborn); "Apprentice Training in Germany: The Experiences of the 1980s" (Bernard Casey); "Alternative Funding of Education Systems: Some Lessons from Third World Experiments" (Keith Watson); "Unlearnt European Lessons: Why Austria Abandoned the Comprehensive School Experiments and Restored the 'Gymnasium'" (Karl Heinz Gruber); and "Japan--Pupil Turned Teacher?" (Roger Goodman). (DB)

ED 356 976   SO 022 311

Schnell, Jim
Analyzing Reaction in the U.S. to the Chinese Pro-Democracy Movement Using C-SPAN as a Data Base.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Communication Skills; Educational Resources; Foreign Countries; Foreign Culture; Higher Education; *Intercultural Communication; *International Relations; *Teaching Experience; *Teaching Methods; *World Affairs
IDENTIFIERS- *China; *CSPAN

This paper describes how videotapes of C-SPAN programs were used to aid research and teaching of cross-cultural issues related to United States-China relations. The specific focus of the C-SPAN programs discussed was the reaction in the United States to the Chinese pro-democracy movement. The use of C-SPAN resource can benefit student understanding in a variety of courses in the communication arts curriculum including mass media, cross-cultural communication, interpersonal communication, and public speaking. (DB)

ED 356 977   SO 022 356

Pankratz, David B., Ed.; Mulcahy, Kevin V., Ed.
The Challenge To Reform Arts Education: What Role Can Research Play? ACA Arts Research Seminar Series.
PUB DATE- 89
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB DATE- 92
NOTE- 139p.; Materials reproduced from other sources will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Females; Feminism; Freedom of Speech; Higher Education; High Schools; High School Students; *Humanities Instruction; Intermediate Grades; Junior High Schools; Labor; Middle Schools; Primary Sources; *Social Studies; *United States History; Units of Study
IDENTIFIERS- *Goldman (Emma); Middle School Students

The documents in this curriculum unit are drawn from the massive archive collected by the Emma Goldman Papers Project at the University of California (Berkeley). They are linked to the standard social studies and humanities curriculum themes of art and literature, First Amendment rights, labor, progressive politics, and Red Scare, the rise of industrialization, immigration, women's rights, World War I, and yellow journalism. The unit uses the body of Goldman's personal papers, including correspondence and writings, as well as newspaper stories, government surveillance reports, and legal documents. As the records illustrate, Emma Goldman, a major figure in the history of American radicalism and feminism during a period when the expression of controversial ideas was itself dangerous, was among America's most prominent advocates of labor's right to organize, reproductive rights, sexual freedom, freedom of speech, and freedom of the individual. This curriculum is divided into five major topics all taught through the use of primary documents. Topics are: (1) Immigration; (2) Freedom of Expression; (3) Women's Rights; (4) Anti-Militarism; and (5) Arts and Literature of Social Change. A biographical essay on Emma Goldman is included, as well as an annotated list of six recommended films and videos and a 60-item annotated bibliography. (LBG)

ED 356 999 SO 023 058

Barquero, Beatriz; And Others
Overcoming Disadvantage and Improving Access to Education and Training (Spanish Empirical Overview Study).
PUB DATE- Sep 91
NOTE- 387p.; A 149-page Spanish-language version of this document, entitled "Las Desiqualdades en la Educacion en Espana," printed in 1992 is appended. The ISBN belongs to the Spanish version.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Educational Change; Educational Research; Elementary Secondary Education; *Enrollment Trends; Foreign Countries; Higher Education; Lifelong Learning; *Sex Differences; *Socioeconomic Background
IDENTIFIERS- *Spain

This report examines changes in education that have occurred in Spain since 1970. The document explains that Spain's educational system has been revised greatly. At the same time, it is observed that there are social disparities in the non-university education system. There are gaps in enrollment linked to gender, habitat, and social class. Such inequalities continue at the university level. Sex, geographic location, and social class are all indicators of a given student's success. The report goes on to explore findings on the educational level predominantly female sample (23 females) had lower than expected perceptions of their job competence, intelligence, and ability to be adequate providers; and favored a more "traditional" teaching style, which values a high degree of control, group learning through lecture and reading, and the teacher as an authority figure. The 4-sessiom consultation project was insufficient to impact successfully on ingrained attitudes; training and strategizing about student needs should be an ongoing process in the form of support teams that meet regularly to impact upon "traditonal" instructors who will need support and encouragement to alter their method of teaching. An appendix provides a letter offering the program to principals, program objectives and syllabus, and workshop session handouts and activity worksheets. (LL)

ED 357 019 SP 034 470

Newman, Carole; And Others
Administrative Responses to Portfolios Prepared by Teacher Candidates.
PUB DATE- Feb 93
NOTE- 41p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Beginning Teachers; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Minimum Competencies; *Portfolios (Background Materials); Preservice Teacher Education; Teacher Attitudes; *Teacher Qualifications; *Teaching (Occupation); *Teaching Skills
IDENTIFIERS- Portfolio Approach; *Preservice Teachers; University of Akron OH

This study, an extension of previous research conducted at the College of Education, University of Akron (Ohio), focuses on the concerns and opinions of administrators regarding the use of portfolios for assessing the knowledge, skills, and attitudes of teacher candidates. School administrators (N=15) were asked to evaluate one of three portfolios created by students in a previous study. Administrator input was sought via survey and questionnaire regarding 17 beginning teacher competencies (BTCs), identified by the college; their reactions to the portfolio concept were also sought. Results indicate that administrators find portfolios useful and are willing to spend time in review; there was substantial agreement regarding preferred format and the quality and type of evidence to be included. Based upon this information, the college can better direct preservice teachers in the organization and preparation of a portfolio that will aid them in seeking employment after graduation. Findings are displayed in tabular form; an appendix provides a demographic survey form; a questionnaire evaluating portfolio content, labels, explanations, reflective statements, presentation, and general impressions; and a brief description of each BTC adopted by the college along with a matrix for rating each competence. (Contains 11 references.) (LL)

ED 357 020 SP 034 471

Kahlich, Pamela A.; Dorminey, Julia J.
Role Perceptions of Early Childhood Teachers.

summarized, and critical qualities that good assessment should exemplify and the current state of the research knowledge on how to produce good assessment are reviewed. Research has demonstrated the difficulties of achieving meaningful improvement in schools and the shortcomings of using existing tests to drive such improvement. However, several current policy initiatives support continuing optimism about the power of good assessment. Good assessment is built on current theories of learning and cognition and is grounded in views of the skills and capacities that students will need for future success. Several alternative assessments are being proposed, linked by common threads in that students produce or do something, using complex thinking skills in real-world contexts. These new assessments pose research and development problems to ensure their quality, and expanded quality criteria must be applied. These criteria include: (1) consequences; (2) fairness; (3) transfer and generalizability; (4) content quality; (5) content coverage; (6) meaningfulness; and (7) cost and efficiency. Many issues, including those of scoring and comparison, remain to be solved, but alternative assessments offer great potential for educational improvement. (SLD)

ED 357 038 TM 019 744

Glaser, Robert; And Others
Cognitive Theory as the Basis for Design of Innovative Assessment: Design Characteristics of Science Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Innovation; Educational Planning; Elementary Secondary Education; Epistemology; Grade 5; Higher Education; Intermediate Grades; Interviews; Knowledge Level; *Pilot Projects; *Problem Solving; *Program Development; *Science Education; State Programs; Student Evaluation; *Thinking Skills
IDENTIFIERS- Automaticity Training; California Assessment Program; Common Core of Learning (Connecticut); *Performance Based Evaluation; Self Regulation

Forms of reasoning and problem solving required of students by innovative assessment projects in science are examined. The initial phase identified activities and school systems where new forms of science assessment were being piloted. The following are general dimensions of performance that were identified: (1) structured, integrated knowledge; (2) effective problem representation; (3) proceduralized knowledge; (4) automaticity; and (5) self-regulatory skills. From the broad spectrum of projects studied, a few were chosen for detailed study. Research will continue in Connecticut for the Common Core of Learning, in the California Assessment Program's pilot of a statewide performance assessment at the fifth-grade level, and at two other California projects conducted by universities. Interviews with samples of students at the study sites are in various stages of completion. Other tasks and sites will be identified as the project begins to develop a framework for the construction of performance assessments. Seven figures illustrate the discussion. (SLD)

ED 357 039 TM 019 746

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; Career Exploration; Career Guidance; Curriculum Development; *Curriculum Evaluation; Educational Objectives; Elementary School Teachers; Elementary Secondary Education; Interviews; Middle Schools; Program Evaluation; Questionnaires; *Relevance (Education); School Counselors; School Districts; *School Surveys; Staff Development
IDENTIFIERS- *Orange County Public Schools FL

In the Orange County (Florida) Public Schools, an evaluation was conducted of career education provided in elementary schools and secondary schools. A kindergarten through grade 12 (K-12) Career Education District Articulation Plan provides objectives for every grade level. Ideally, career education is infused into the regular and special education curricula by K-12 teachers, occupational specialists in high schools, and guidance counselors at all levels. To evaluate the program, questionnaires were administered to approximately 100 teachers each at 75 elementary schools and at 10 middle schools, as well as to most of the guidance counselors. Structured interviews were conducted with 20 program consultants and administrators, and high school occupation specialists completed a job analysis. Evaluation reveals that career education continues to be a relevant program, and that a strong validation of purpose and scope is found in recent district documents. Career education lessons and activities may be most frequently found in elementary schools, with less emphasis in middle schools. In the high schools, occupational specialists need additional resources and space to provide services. There appears to be an overall need for staff development and familiarization with district objectives. Seven tables present study findings. Appendixes contain the fifth-grade and seventh-grade questionnaires, and the elementary school and high school guidance counselor questionnaires. (SLD)

ED 357 059 TM 019 785

Hambleton, Ronald K.; Jones, Russell W.
Item Parameter Estimation Errors and Their Influence on Test Information Functions.
SPONS. AGENCY- Graduate Management Admission Council, Princeton, NJ.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; *Error of Measurement; *Estimation (Mathematics); Item Banks; *Item Response Theory; *Sample Size; *Test Construction; Testing Problems; Test Items
IDENTIFIERS- Accuracy; Graduate Management Admission Test; *Information Function (Tests); Item Parameters

Errors in item parameter estimates have a negative impact on the accuracy of item and test information functions. The estimation errors may be random, but because items with higher levels of discriminating power are more likely to be selected for a test, and these items are most apt to contain positive errors, the result is that item information functions and corresponding test information functions tend to be inflated in relation to their true values. The impact of this "capitalization on chance" in item selection on the accuracy of test information functions was investigated, using data from the 1985

Analysis; Concept Formation; *Elementary School Students; Grade 6; Information Utilization; Intermediate Grades; Interviews; *Knowledge Level; Matter; Middle Schools; Molecular Structure; Organization; *Science Instruction; Student Evaluation; *Teaching Methods; *Thinking Skills; Writing Evaluation
IDENTIFIERS- Concept Mapping; *Concept Maps; *Conceptual Change; Middle School Students

To analyze a student's conceptual changes, analyzing transcriptions of writing and verbal statements may not provide enough information. In a study of 25 sixth graders learning about matter and molecules, concept mapping of students' stated ideas was used to analyze the kinds of organizational changes the students made to use new science information. Mapping student statements across time should provide insight into the ways they restructure knowledge. Methodology used and findings are reported for 2 of the 25 students as they studied matter and molecules. Interviews, student writings, transcripts of their remarks, and observations of classroom instruction were used to make the concept maps. Maps were constructed by placing each concept in a circle and connecting the circles as concepts were mentioned. Comparing the maps over time reflected changes in student thinking. With the aid of instruction, students organized their information more usefully and their maps became more organized, with more hierarchical levels. Implications for teaching and learning are discussed. Eight figures of concept maps are included. (Contains 24 references.) (SLD)

ED 357 078 TM 019 857

Beasley, T. Mark; Leitner, Dennis W.
Nonparametric Test of Ordered Alternatives: Extension of Page's L Test for Two Groups of Unequal Size.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Equations (Mathematics); Estimation (Mathematics); Evaluators; Interrater Reliability; *Mathematical Models; *Nonparametric Statistics; *Sample Size; *Statistical Distributions
IDENTIFIERS- A Priori Tests; *L Test; Two Group Test (Leitner Dayton); Type I Errors; *Unit Normal Approximation

The L statistic of E. B. Page (1963) tests the agreement of a single group of judges with an a priori ordering of alternative treatments. This paper extends the two group test of D. W. Leitner and C. M. Dayton (1976), an extension of the L test, to analyze difference in consensus between two unequally sized groups of judges. Exact critical values are tabulated for small numbers of treatments and judges, and a unit normal approximation is developed for larger samples. A brief computation example is also provided. Analysis of the two-tailed unit normal approximation shows that disparity between sample sizes often leads to underestimating the probability of a Type I error. However, as the number of treatments increases, the fit becomes better. This test, in comparison to two parametric competitors in a 2 by 4 mixed design, made fewer Type I errors when data were sampled from the normal, uniform, and exponential distribution, but it was also shown to be generally more conservative. The unit normal approximation is not severely affected by unequally sized groups having

NOTE- 19p.; For earlier reports, see ED 336 480 and ED 346 224.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; Compensatory Education; *Curriculum Evaluation; *English (Second Language); Haitians; High Schools; *High School Students; Hispanic Americans; Immigrants; Language Proficiency; Limited English Speaking; Program Evaluation; *Spanish Speaking; Staff Development; Urban Schools
IDENTIFIERS- *Choosing Optional Infused Career Education NY; Hispanic American Students; Language Minorities; New York City Board of Education; Transitional Bilingual Education Programs

An evaluation was conducted of the fourth year of a 5-year program in New York City, Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE). The project is designed to provide services to Spanish-speaking and Haitian-speaking students of limited English proficiency at Fort Hamilton and Springfield Gardens High Schools, respectively. The project planned to offer eligible students double periods of instruction in English as a Second Language (ESL) and Native Language Arts (NLA); bilingual instruction in mathematics, science, and social studies; career opportunities through on-site career workshops and field trips to various companies; a bilingual resource enrichment center at both sites; classes in ESL and American culture for parents; on-site training sessions for staff; and translations of curriculum guides on computer literacy and computer science. During the 1991-92 school year, the project enrolled 294 Spanish, 133 Haitian, and 11 unclassified high school students, of whom 92.5 percent were eligible for free lunches. The Spanish and Haitian NLA programs were strong. Project CHOICE was fully implemented. It met its objectives for NLA, career advisement, dropout rate, staff development, and parent involvement. The project partially met its objective in the content areas. The project came close, but failed to meet its objective for ESL. Recommendations for program improvement are suggested. Appendixes describe data collection and analysis and instructional materials. (RLC)

ED 357 098 UD 029 152

Cantalupo, Denise
Project Pride. Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Compensatory Education; Computer Assisted Instruction; *Curriculum Evaluation; *English (Second Language); *Haitians; High Schools; *High School Students; Immigrants; Language Proficiency; Limited English Speaking; Native Language Instruction; Program Evaluation; *Second Language Instruction; Staff Development; Urban Schools
IDENTIFIERS- Hispanic American Students; Language Minorities; New York City Board of Education; *Project Pride NY; Transitional Bilingual Education Programs

An evaluation was conducted of the third year of a 5-year program at Erasmus Hall High School in Brooklyn (New York City), Project Pride, designed to provide Haitian-speaking students of limited English proficiency with instruction in English as a

IDENTIFIERS- Access to Health Care; Fact Sheets; Maternal Health; United States

This publication offers an overview of the health of Hispanic Americans in the United States. Topics covered include the following: (1) Hispanic representation in health fields; (2) access to health care; (3) maternal and child health; (4) substance abuse; (5) Acquired Immune Deficiency Syndrome and Hispanics; (6) Hispanic elderly; (7) migrant farm workers; (8) leading causes of death; and (9) availability of Hispanic health data. The paper notes that 1 out of every 10 women of reproductive age is Hispanic, that 51 percent of Hispanic women of child-bearing age have family incomes at least 200 percent below the poverty level; that 31 percent of Hispanics have no private or public health insurance compared to 12 percent of Whites and 22 percent of African Americans; and that 2 times as many Hispanics as Whites use the emergency room as a source of primary care. (Contains 15 references.) (JB)

ED 357 116 UD 029 192

King, Kim; Ramirez, Elizabeth Weiser
School Finance: Many Questions, Elusive Solutions.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Economically Disadvantaged; Educational Change; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equal Education; Federal Aid; *Finance Reform; Financial Policy; *Hispanic Americans; *Public Schools; School Districts; *School Funds; State Aid; Urban Education
IDENTIFIERS- Hispanic American Education; Hispanic American Students; *Latinos

This brief reviews and analyzes issues surrounding public school financing, particularly for Latino communities and elementary school and secondary school education. A review of the current legal debate notes that there have been legal challenges to school financing since 1967, and that rulings have indicated that government has a responsibility in appropriating funds to education. A section on how schools are funded explains that generally 40 percent of funding comes from local revenue, 54 percent from state revenue, and 7 percent from the Federal Government. The brief goes on to look at school finance equalization, variations among states in funding levels and systems, and disparities between school districts. A further section discusses the significance of funding disparities and then their particular significance for Latinos who are one-tenth of the school population and heavily concentrated in urban areas. Later discussion reviews current school reform strategies and monetary reform approaches, including three recommendations for promoting educational equity in urban school districts: (1) more money for urban district schools; (2) better ways of calculating student needs; and (3) greater autonomy for poor schools given better financial support. This section also lists and discusses four considerations for funding formulas. (JB)

ED 357 117 UD 029 193

Blanc, Cristina S.
Urban Children in Distress: An Introduction to the Issues.
Innocenti Occasional Papers. The Urban Child Series, Number 2.
PUB DATE- Sep 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Child Health; Child Labor; *Children; *Developing Nations; *Disadvantaged Youth; *Economically Disadvantaged; Family Problems; Foreign Countries; Futures (of Society); Poverty; Research Design; Rural to Urban Migration; Slums; Sociocultural Patterns; Urban Problems; *Urban Youth
IDENTIFIERS- Brazil; India; Italy; Kenya; Philippines

This publication presents a discussion of the status of poor urban children world-wide and the design of a five-nation study of the condition of distressed urban children. Following an introduction, Section 2 describes the urban child project designed to study and advance the plight of urban children in developing nations. Section 3 outlines the scope of the problem, including urbanization trends, migration, and issues beyond the statistics. Section 4 describes growing up urban and poor, focusing on the deteriorating environment, poverty and ethnic redistribution, the lack of appropriate shelter, child labor in the urban informal sector, lack of access to safe play spaces, and the monotony of poverty stricken communities. Section 5 describes the five studies being carried out in the Philippines, India, Kenya, Brazil, and Italy. The issues covered are childhood, families, coping strategies, communities and neighborhoods, and children in especially difficult circumstances. Also described are the study's comparative assessment of situations, street children, views on working children, and the problem in the context of the larger society. Also mentioned are an assessment of policies and programs, and interventions. Contains 108 references. (JB)

spend $400,000 in federal funds and $4,100,000 in state funds to construct and equip a library in Brownsville, the city's first public library. Funding information for upgrading seven other libraries in Texas is provided. Under Title III, Interlibrary Cooperation and Resource Sharing, federal and state funds will be carried forward into the next fiscal year to fill interlibrary loan requests under the TexNet system. Eight appendixes contain details about grant applications and guidelines for services eligible for funding. (SLD)

ED 356 795 IR 054 541

Library Services and Construction Act (LSCA). Texas State-Administered Program. Annual Report FY 1992.
PUB DATE- 93
NOTE- 600p.; For the 1990 report, see ED 345 728.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Federal Aid; Federal Legislation; Grants; Library Administration; Library Expenditures; *Library Services; Library Statistics; Library Surveys; *Program Implementation; *Public Libraries; State Libraries; State Surveys; *Statewide Planning; Tables (Data)
IDENTIFIERS- *Library Services and Construction Act; *Texas State Library

In 1992, the Texas State Library used federal funds received under the Library Services and Construction Act (LSCA) to improve library services throughout Texas. For fiscal year 1992, $6,248,330 were received from the LSCA and $5,409,368 were supplied by the state. Most of these funds (91.5 percent) were granted directly to Texas libraries under six subgrant programs. Most of these subgrant funds (72.4 percent) went to 10 major systems, with 447 system member libraries. Ten interlibrary loan referral centers received 15.7 percent, and 8.5 percent went to direct service programs to libraries. Program administration accounted for 4.2 percent of the total Library Development budget. The following subgrant programs were funded in 1991: (1) public library establishment grant program; (2) regional public library systems; (3) interlibrary loan and reference referral network; (4) public library services to disadvantaged populations; (5) major urban resource libraries grant program; (6) demonstrations of interlibrary cooperation; (7) Texas union list of serials; (8) Texas Reading Club; (9) continuing education and consulting; (10) centralized acquisitions for state institutions; and (11) library services to the blind and physically handicapped. Thirteen project reports under Title I, Public Library Services, one project report under Title II, Public Construction and Technology Advancement and one project report under Title III, Interlibrary Cooperation and Resource Sharing are included. (SLD)

ED 356 796 IR 054 545

Todaro, Julie B.
A Practical Guide for Personnel Management: The Essential Elements.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Research has isolated five general types of cooperative arrangements between two- and four-year institutions. In Type 1 (Articulation and Coordination) agreements, academic programs and services are coordinated between institutions and course contents are roughly comparable, but institutions retain separate administrative processes. The second type of arrangement (on-site upper division course offerings) occurs when four-year colleges offer upper-division courses on the community college campus. This type of arrangement often represents a testing ground for closer, more permanent cooperation. In Type 3 (on-site degree programs) cooperative arrangements, two-year colleges construct buildings on their campuses expressly to house degree programs offered by four-year institutions, while type 4 arrangements (satellite campus) occur when a satellite campus of the four-year institution is established on a two-year campus. Finally, under the fifth type of cooperative arrangement (satellite university/university college) a four-year institution and one or more two-year colleges participate in a consortium agreement, necessitating uniform application and financial aid processes. In developing a cooperative arrangement, institutional research can play a crucial role by providing support for administrative decisions, data collection/assessment services, and general information. Includes an examination of the changing demographics affecting college attendance patterns, a review of the literature on cooperative arrangements, and a list of 18 partnership projects involving 50 two-and four-year institutions nationwide. (PAA)

ED 356 813   JC 930 215

Doucette, Don; Ventura-Merkel, Catherine
Community College Programs for Older Adults: A Status Report.
PUB DATE- Mar 91
NOTE- 35p.; For a related resource directory, see JC 930 216.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adult Students; *College Role; Community Colleges; Community Education; Community Services; *Continuing Education; Delivery Systems; *Demography; Educational Gerontology; *Educational Needs; Lifelong Learning; National Surveys; Needs Assessment; Nontraditional Students; *Older Adults; Position Papers; Postsecondary Education; Program Content; School Community Relationship; Sociocultural Patterns; Two Year Colleges

Part of an effort to expand and improve community college programs and services for older adults, this two-part report summarizes results from a national survey of older adult programs and provides an overview of current trends and their implications for action in community colleges. Following introductory sections, the report discusses a fall 1989 survey of the chief academic officers at the nation's 1,224 two-year colleges. Information was requested on the extent and nature of college programs designed for older adults, the effectiveness of delivery formats, the extent of gerontological training provided, obstacles to providing programs, and the administrative organization of the programs. Usable responses were received from 651 colleges, a response rate of 50.5%, and major findings included the following: (1) while approximately one quarter of the colleges surveyed offered some kind of program, only 7.1% (n=91) offered a wide variety of programs; (2) the most common type of programs offered were exercise (47.9%), arts and crafts (45.4%), retirement financial planning

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Administrative Organization; Adult Education; College Programs; *Community Colleges; *Educational Finance; *Governing Boards; Job Training; *Organizational Objectives; Program Effectiveness; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Illinois Community College Board; *Illinois Community College System

An overview is provided of the activities of the Illinois Community College Board and the Illinois Community College System (ICCS) through the use of graphs, tables, statistical data, and vignettes. The first section offers brief biographical statements about the Illinois Community College Board's 12 members. The next section provides a snapshot of ICCS enrollments, which account for approximately 65% of all students in Illinois public higher education. A section on the ICCS's financial resources identifies state grants, local taxes, and student tuition and fees as the three major funding sources and indicates that expenditures for instruction comprise 51.4% of the colleges' operating expenditures. After summarizing system expenditures for facilities maintenance, the report discusses accountability initiatives, such as educational guarantees, enhanced statutory responsibilities, and rewards for excellence. The next sections focus on accountability, articulation between two- and four-year institutions, substance abuse prevention efforts, teaching and learning research, and the development of a statewide telecommunications network. Next, the accomplishments of the ICCS in workforce preparation are highlighted, indicating that approximately 272,000 students are enrolled annually in occupational education, comprising 39% of all community college students and 56% of those who earn degrees. Literacy, opportunities, and job training programs are also described. The final section reviews three areas (telecommunications, workforce preparation, and accountability) that will be emphasized in the near future. A directory of Illinois community colleges is attached. (MAB)

ED 356 830 JC 930 238

Benson, Gregory V.
An Annotated Bibliography of Journal Articles Related to Music in the Community-Junior College.
PUB DATE- 91
NOTE- 27p.; Individual Research in Higher Education project, Michigan State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Education; Annotated Bibliographies; Applied Music; Community Colleges; Cultural Activities; *Cultural Enrichment; *Fine Arts; *Music Appreciation; *Music Education; Musicians; Periodicals; Popular Culture; Two Year Colleges; Two Year College Students

The journal articles included in this bibliography of materials on music instruction in two-year colleges were identified in "Current Index to Journals in Education," "Education Index," "Music Educators Journal: Cumulative Index 1914-1987," and "Music Index." Nearly 90% of the articles discovered were available for review through the library holdings of Michigan school, while 30% had enrolled at UM. Data tables, the survey instrument, and sample follow-up letters are included. (PAA)

ED 356 846 JC 930 256

Taylor, Kenneth E.; Flermoen, Cynthia
Transfer Activity, Goals, Background, and College Evaluations of Spring 1992 "Leavers" Enrolled Spring 1992 but Not Fall 1992 at Minnesota's Twin City Area Community Colleges. Metro Pilot Study Report #3.
PUB DATE- Mar 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; *Student Attitudes; *Student Behavior; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- Minnesota (Twin Cities)

A survey was conducted of a random sample of students who had enrolled in one of the seven community colleges in the Twin Cities metro area of Minnesota in spring 1992, but who did not return in fall 1992. A total of 300 students from each of the colleges (i.e., Anoka-Ramsey, Cambridge Center, Inver Hills, Lakewood, Minneapolis, North Hennepin, and Normandale), who had earned at least six or more credits before enrolling in spring 1992, were surveyed about their academic background, reasons for attendance, plans for future enrollment, current status, and evaluations of their college. Responses were received from a total of 84% of the students surveyed. Study results included the following: (1) 22% of the respondents had prior academic experience before enrolling in the colleges, and 3% had bachelor's degrees; (2) among the respondents, the most frequently cited reasons for attending the colleges were job preparation (53%), preparation for transfer (48%), and personal interest (37%); (3) 46% of the respondents reported being employed, 16% reported enrollment in a postsecondary institution, and an additional 30% reported both employment and postsecondary enrollment; (4) 39% of the respondents had transferred to a four-year institution; (5) transfer rates were 50% higher among students who cited transfer as their primary reason for having attended the two-year college; (6) among employed respondents, 50% were in administrative or service jobs, and 85% worked at least 20 hours per week; and (7) 87% of the respondents rated the quality of instruction as good or excellent, while 61% rated counseling as good or excellent. Data tables, the survey instrument, and tabulated responses for each of the colleges are included. (PAA)

ED 356 847 JC 930 257

Taylor, Kenneth E.; Flermoen, Cynthia
Goals, Background, and College Evaluations of the Quarter-Time Student Who Enrolls for One Quarter Only at Minnesota's Twin City Area Community Colleges. Metro Pilot Study Report #4.
PUB DATE- Mar 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

PUB DATE- Nov 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Disadvantaged; *Early Intervention; Educational Change; Educational Environment; Elementary School Students; Learning Modules; *Learning Processes; Learning Strategies; Models; Primary Education; *Principals; *Problem Solving; Program Descriptions; Program Development; Training Methods
IDENTIFIERS- *Training Materials

This paper describes a study that addressed problems related to the disparity in achievement between disadvantaged and nondisadvantaged students. The first part of the study consisted of an analysis of three early intervention programs: the Responsive Early Childhood Education Program, the Reading Recovery program, and the Success for All program. The analysis identified program elements designed to improve student learning. From the analysis, objectives were developed to guide the second part of the study. These objectives were to: (1) identify successful models of intervention in the early grades; (2) examine how the implementation of early intervention strategies is related to the design of long-range disparity remediation plans; (3) develop, test, and evaluate a training module for principals who are implementing school-based disparity remediation plans. In the second part of the study, a case scenario that involved a desegregated urban school with a large number of low achievers was developed and incorporated into a training module, and the use of this module by eight elementary school principals was evaluated. The evaluation revealed that problem-based learning provided opportunities for new learning, produced a "think tank" experience for the participants, and improved the principals' awareness and understanding of related research. (DR)

ED 356 866   PS 021 223

Your Child Goes to School: A Handbook for Parents of Children Entering School for the First Time.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- After School Programs; *Child Development; Communicable Diseases; Health Needs; Kindergarten; Learning Readiness; Parent Child Relationship; *Parents as Teachers; *Parent School Relationship; Preschool Education; Primary Education; Psychological Needs; Safety; School Age Day Care; *School Entrance Age; *School Readiness; Screening Tests
IDENTIFIERS- Before School Programs

The five chapters in this handbook, intended for parents of children entering kindergarten for the first time, offer suggestions about how parents can make starting kindergarten a successful and happy event for their child, and how parents can help their child get ready for school. The first chapter (such as spelling) and matters of substance (involving logic). Most students' theories on this matter suggest that motivation suffers when teachers emphasize conventions over substance. However, this distinction hardly captures the complexity of students' conceptions of different forms of knowledge and their concerns about how best to acquire these different forms. One study examined children's conceptions of controversial knowledge and found that elementary school students easily distinguished controversial topics from noncontroversial topics. Students favored tolerance of diversity of positions on controversial matters. In two later studies, low-income African-American students evaluated approaches to controversial and noncontroversial curriculum, and reported that controversial topics had more positive effects on motivation. In the second study, students compared collaborative inquiry about controversial topics and individual memorization of noncontroversial facts. As grade increased, students saw collaborative inquiry as fairer than memorization of noncontroversial facts. Other studies of low-income, urban students showed that variation in context brings changes in concerns for types of knowledge and types of learning. Both teachers and researchers should more carefully consider the issues of students' cognitions, concerns, and contexts. (MM)

ED 356 884   PS 021 345

Mazur, Elizabeth; Wolchik, Sharlene
Negative Cognitive Errors and Positive Illusions: Moderators of Relations between Divorce Events and Children's Psychological Adjustment.
PUB DATE- Mar 93
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); Antisocial Behavior; *Divorce; Early Intervention; Negative Attitudes; Peer Relationship; *Preadolescents; *Self Concept; *Stress Variables
IDENTIFIERS- Self Report Measures

Building on prior literature on adults' and children's appraisals of stressors, this study investigated relations among negative and positive appraisal biases, negative divorce events, and children's post-divorce adjustment. Subjects were 79 custodial nonremarried mothers and their children ages 9 to 13 who had experienced parental divorce within the previous 2 years. Subjects were participants in an evaluation of a preventive intervention program for children of divorced parents. One child from each family was interviewed at home, while the mother was interviewed in a separate room. Inventories used were part of a larger battery of questionnaires conducted as pretests to evaluate the efficacy of the intervention program. Analysis indicated that children's negative cognitive errors moderated the relations between divorce events and children's antisocial conduct, classroom competence, and peer competence. Children's scores on a scale measuring positive illusions (high self-regard, illusion of personal control, and optimism for the future) moderated the relation between the occurrence of divorce events and children's academic competence. Together, results suggest that intervention programs which simultaneously target children's appraisal biases and the incidence of

(150),Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; Comparative Analysis; *Disabilities; Early Childhood Education; Kindergarten; *Parent Attitudes; *Preschool Children; Preschool Education; School Readiness; School Safety
IDENTIFIERS- Attitude toward School; *Transition to School

This study queried 592 parents in Florida, Kansas, and New Jersey regarding their children's upcoming transition to preschool or kindergarten. Children of 222 of the parents had disabilities. Families were selected randomly from preschool programs on state lists. Parents responded to 29 items using a 4-point Likert scale and to 3 open-ended questions. Responses on the 29 scaled items were noted for all children and compared across the following dimensions: (1) preschool entry versus kindergarten entry; (2) males versus females; (3) disabled versus nondisabled; and (4) mildly impaired versus moderately impaired versus severely impaired. Results from all parents indicated generally positive views of the upcoming transition but also indicated specific concerns by a significant minority of respondents. Primary areas of concern included children's safety on the playground, issues related to riding a school bus, children's ability to communicate and obtain needed assistance, and children's ability to participate in large groups, follow directions, and do the required school work. Both family and child eagerness for the new experience were judged by parents to be greater at age 5 than age 3. Parents of children with disabilities reported significantly less child eagerness to enter the new program and significantly more parental concerns than did other parents. (MM)

ED 356 903 PS 021 394

Hops, Hyman; And Others
Similarity in Siblings' School Adjustment: A Comparison of Teacher and Peer Ratings and Direct Observation.
PUB DATE- Mar 93
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; *Elementary School Students; Evaluation Methods; *Individual Differences; Nature Nurture Controversy; *Peer Acceptance; Popularity; Sibling Relationship; *Siblings; *Social Behavior; *Social Status; Student Behavior

This study examined the similarity among 45 sibling pairs in the third through fifth grade, in their social and academic adaptation to the school setting as evaluated by multi-agent and multi-method assessment of adjustment. Measurements included teacher ratings and rankings of academic skills, social behavior, and peer acceptance; peer sociometric ratings by all classmates; and direct observations of children on the playground with peers and in the classroom with teachers and peers. Comparisons were made with a set of randomly selected unrelated subject pairs matched with each sibling on sex, grade, and classroom. Significant correlations were found only among sibling pairs on peer ratings of social preference, teachers' judgments of academic competence (math and reading), popularity, social behavior and school adjustment, positive behavior with peers on the playground, and teachers' disapproving behavior in the classroom. Results provided the respondents indicated a willingness to speak with someone involved with the project about the guides. Thirteen teachers and their aides completed questionnaires monthly during the 3-month field testing of the guides. Results indicate that the program increased communication between parents and teachers and promoted parental involvement. This document includes results of pilot testing of prototype issues and evaluation of Family Connections workshops. It also includes 13 numerous data tables and 6 figures. (LP)

ED 356 922 RC 019 091

Robledo Montecel, Maria; And Others
Hispanic Families as Valued Partners: An Educator's Guide.
PUB DATE- 93
NOTE- 133p.; Sepia colored illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dropout Rate; *Educational Innovation; Educational Theories; Elementary Secondary Education; Family Characteristics; *Family School Relationship; Hispanic American Culture; *Hispanic Americans; Interviews; *Parent Participation; Population Trends; *School Community Programs
IDENTIFIERS- *Hispanic American Students

This book gathers facts about Hispanic families in the United States and describes the Intercultural Development Research Association's distilled experience involving families in their children's educations. Researchers conducted focused interviews with a variety of Hispanic parents, and asked a school administrator and a principal who have significant involvement of Hispanic parents in their schools to share what they have learned and what they think remains to be done. The guide contains three main sections. The first section, "Investigating the Status Quo," provides statistics on Hispanic youth, particularly dropout rates, and introduces the topics of family involvement and successful school programs. The next section, "Knowing Hispanic Families in Your Community," gives a broad introduction to Hispanic families in the United States. Besides supplying demographic information, this section also describes Hispanic families in terms of cultural and religious values, socioeconomic difficulties, and the school-family relationship. The third and last main section, "Defining a Meaningful Program for Hispanic Family Involvement," discusses the theory and practice of a program to involve Hispanic parents in schools and their children's educations, how to assess the readiness of the school for family involvement, and what to consider in initiating, or expanding and strengthening family involvement. Three short supplementory sections provide (1) a discussion of the importance of outreach and language in communications with Hispanic parents; (2) interviews with school administrators about Hispanic family involvement; and (3) comments by Hispanic parents "in their own words." A list of 62 resources for further reading is included. (KS)

ED 356 923 RC 019 092

Utah Migrant Education. Annual Summer Evaluation Report.
PUB DATE- Dec 92
NOTE- 29p.; For the previous evaluation report, see ED 344 726.

Education; Science Instruction; *Scientific Literacy; State Standards
IDENTIFIERS- *Pacific Northwest; Project 2061 (AAAS)

This report represents an effort to stimulate regional discussion and delineate issues of relevance for educators concerned with science education in the Pacific Northwest. It suggests topics of inquiry germane to the context of national initiatives and regional, state, and local challenges. Information is needed to understand "where we are" in order to make sound policy judgements and rational curriculum choices in determining "where we want to be." In the opening section of the report entitled "National Priorities and Context of Science Education," initiatives grounded in reports by the National Education Goals Panel are presented, and regional collaboration is suggested as a sound approach to enhancing the outcomes of science education. In addition, it is suggested that these caveats enumerated by staff of the Sandia National Laboratories may assist educators and policy makers in deciphering the plethora of national reports on the state of U.S. education and arriving at sound decisions. These caveats warn against the following practices and habits of thought: "Crisis" rhetoric; misuse of simplistic measures of dubious value; and pre-occupation with the link to economic competitiveness. A discussion of regional context and associated policy questions is provided in the second section, "The Northwest Region and Its Needs," and state science curriculum frameworks and the importance of teachers are analyzed in the third section, "State Influence and Local Reform." The next section "Recommendations for the Improvement of the Quality of Student Outcomes in Science" contains a comprehensive discussion of the following topics: Northwest consortium for math and science teaching design concepts; Northwest consortium for math and science teaching activities; curriculum renewal structure; framework for systemic reform; regional collaboration and equity concerns; and the evaluation of regional efforts. The fifth section, "Toward Scientific Literacy and Applied Academics," provides a detailed analysis of scientific literacy and an examination of current practices in applied academics. The final section, "Recommendations for Action," invites the reader to explore patterns of connections and roles of salient organizational and systemic concepts in science education. Concepts and recommendations are given in narrative style under the headings of Curriculum Design, Policy Analysis, and Teaching Enhancement, and a brief concluding section called "Beginning a Course of Action" lists three tangible steps known to be essential for planning systemic reform. Appendixes contain testimony of two researchers from the Sandia National Laboratories and a list of sample definitions that make for scientific literacy. (Contains 50 references.) (PR)

ED 356 941 SE 053 002

Hartsfield, John W.; Hartsfield, Kendra J.
Human Spaceflight: Activities for the Intermediate and Junior High Student.
PUB DATE- Oct 85
NOTE- 83p.; For primary student activities, see ED 288 714.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; Biology; Class Activities;

effectiveness of an existing technology learning activity called the "Magic Box", as part of the Teacher Developed Technology Education for the Nineties grant project. This document is comprised of three publications: a project description, a teacher's manual and a student manual. The project description describes the history and development of the program, research in support of the project activity, and the results of a professional program evaluation. Both manuals describe the project activity, which was designed to illustrate mechanical, hydraulic, and pneumatic transfer of control and addressed the following project objectives: (1) developing technological design and problem solving; (2) reinforcing basic concepts in science, mathematics, language arts, and other subjects; (3) developing basic skills in the proper use of tools, machines, materials, and processes; (4) solving problems involving the tools, machines, processes, products, and services of industry and technology; (5) developing fundamental concepts of how people create and control their environment; (6) developing a team approach to learning; and (7) identifying jobs and related education for technology related careers. The teacher's manual includes introductory activities for students; primary concepts and background information; lists of supplies, tools, and equipment needed; sample design briefs, principles of design, and specifications and limitations; and examples and illustrations. The student manual includes background information; a flowchart illustrating the problem; and sample design briefs and specifications and limitations. In addition, the teacher and student manuals both provide a project evaluation sheet, a list of related terms, suggestions for further research, and a page of drawings that illustrates each of the following: levers, lifting pulleys, revolving pulleys and sprockets, gears, and cams. (MDH)

ED 356 959 SE 053 196

Garey, Robert W.
Problem Solving with Workstations. Program Description, Teacher Materials, and Student Information. Teacher Developed Technology Education for the Nineties (TD-TEN).
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Curriculum Development; *Curriculum Evaluation; Educational Objectives; Elementary School Students; Experiential Learning; Industrial Arts; Interdisciplinary Approach; Intermediate Grades; Laboratory Technology; *Learning Activities; Microcomputers; *Problem Solving; Program Descriptions; Program Evaluation; Teaching Methods; *Technology; *Technology Education; Thinking Skills; Vocational Education
IDENTIFIERS- New Jersey Department of Education

The Randolph, New Jersey Intermediate School updated its industrial arts program to reflect the challenges and work force of the Twentieth Century in which students apply a design/problem-solving process to solve real-world problems. In the laboratory portion of the program, students circulate between workstations to define problems, complete research, develop solutions, build models, and evaluate their effectiveness. The first of three documents, "Program Description," describes that program in four parts. Part 1 provides a program description that discusses characteristics

PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; *Educational Change; Elementary Secondary Education; *Humanities Instruction; *Public Policy; *Theory Practice Relationship

This collection of papers examines the role of research in efforts to reform art education. The essays include: "Arts Education Research: Issues, Constraints, and Opportunities" by David B. Pankratz; "Characterizing Civilization: Research Strategies, Findings, and Implications from the National Endowment for the Arts' Report on Arts Education" by Brent Wilson; "The Landscape of Educational Research and Getty Initiatives" by Margaret K. DiBlasio; "Theory and Practice in Arts Education: A Report on the National Arts Education Research Center at New York University" by Jerrold Ross; "Research in Arts Education: An Agenda for Critical Issues: The National Arts Education Research Center at the University of Illinois at Urbana-Champaign" by Theodore Zernich; "The Need for Policy Studies in Arts Education" by Samuel Hope; and "Postscript: Toward Civilization through Arts Education" by Kevin V. Mulcahy. The collection includes three appendices: "The Interlochen Proposal," "The Philadelphia Resolution," and "Concepts for Strengthening Arts Education in Schools." A listing of Arts Research Seminar Series publications, and information about the American Council for the Arts are attached. (LBG)

ED 356 978 SO 022 600

Kalb, Rosalind C.; Welch, Penelope
Moving Your Family Overseas.
PUB DATE- 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Family Environment; *Family Mobility; Foreign Countries; *Interpersonal Relationship; *Migration; *Overseas Employment; *Work Environment

This book discusses the challenges that families face in moving overseas. Chapters include: (1) "What This Move Means for Your Family"; (2) "Breaking the News"; (3) "Learning about Your New Country"; (4) "Preparing for the Move"; (5) "The Early Days"; (6) "Culture Shock"; (7) "Expatriate Life"; (8) "How Is Everyone Coping?"; (9) "Social Relationships"; (10) "Parenting Overseas"; (11) "Making the Most of Home Leave"; and (12) "Moving On...Moving Home." The book considers the effects of such a major move on the relocated employee, the spouse, and children of various ages. Needs and concerns of school-age children in the family, and their adjustment to new school experiences, are among the many challenges considered. An introduction and a list of 27 references are included. (LBG)

ED 356 979 SO 022 695

Resource Materials on the Middle East.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Ancient History; Annotated Bibliographies; *Area Studies; Elementary Secondary Education; Foreign Countries; International Relations; Religion Studies; *Religious Cultural

of the population according to occupational status, participation in adult education programs, and adult access to higher education. Education for disadvantaged groups also is explored, as are inequalities in the teaching profession relating to gender and social background. A bibliography lists 67 references; an annex includes 36 tables and 11 notes. (LBG)

ED 357 000   SO 030 128

UNESCO: Worldwide Action in Education = UNESCO: L'action mondiale pour l'education.
PUB DATE- 90
NOTE- 117p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Educational Change; Elementary Secondary Education; *Global Approach; *International Cooperation; *International Programs
IDENTIFIERS- *International Literacy Year 1990; *UNESCO; World Views

This document was produced as part of the observance of International Literacy Year, 1990. Divided into four parts, the first part, "Priorities," is a discussion of the observance and UNESCO's 1990 International Literacy Year, priorities for 1990-95 and Unesco's strategies for education. Part 2, "Regional Action in Education," describes the organization's actitivities in Africa, the Arab States, Asia and the Pacific, Europe, and Latin America and the Caribbean. "Global Action in Education," part 3, addresses UNESCO's education institutes, presents statistics on education, explores standard-setting activities, and underscores the UNESCO priorities of peace and international understanding, the environment, and sustainable development. Part 4 of the document, entitled "UNESCO and You," describes participation at the grass roots level, obtaining information on education, technical cooperation, other means of cooperation, and explains where to apply to participate in UNESCO programs. A listing of UNESCO national commissions is included. (LBG)

ED 357 001   SP 033 981

Kendall, Earline D.
A "New" Early Childhood Teacher Education.
PUB DATE- Jun 92
NOTE- 18p.; Paper presented at the Conference of the Japan United States Teacher Education Consortium (Tokyo, Japan, June 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; Child Caregivers; *Delivery Systems; Early Childhood Education; *Educational Change; Higher Education; *Preservice Teacher Education; Professional Development; Program Development; Training
IDENTIFIERS- Knowledge Base for Teaching

Current reform efforts in early childhood teacher education have recommended movement toward a child-centered learning environment that incorporates nongraded classrooms, cooperative learning, and parent and teacher control of schools. However, several barriers exist in achieving an effective, coordinated delivery system of early childhood professional preparation which would result in implementation of these reforms. These

PUB DATE- Feb 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Early Childhood Education; Education Majors; Higher Education; Preservice Teacher Education; *Role Perception; *Student Attitudes; *Student Teacher Attitudes; *Teacher Attitudes; *Teacher Role; Teaching Experience
IDENTIFIERS- Discrepancy Analysis; *Idealism; *Perceived Reality; Preservice Teachers; Teacher Role Survey

This study considers and reports on role perception beliefs held by early childhood preservice teachers, student teachers, and classroom teachers; identifies important factors in teaching roles; and highlights areas of discrepancy between what teachers believe to be important and "real world" practice. The Teacher Perception Survey was randomly distributed to two groups of students: those with little experience (N=31) who were engaged in coursework at the senior level of their degree programs and students who had completed all course work (N=23) and were engaged in student teaching. It was also distributed to classroom teachers in early childhood education (N=10). Subjects were asked to rank their perceived teaching roles according to "ideal" importance and the importance of those roles in the "real" world, and to identify factors that conflicted with or supported their beliefs. Data were clustered into five classroom role perception categories: affective, cognitive, physical, contextual, and disciplinary. All groups identified affective and cognitive roles as the two most important for early childhood teachers. Differences found between "ideal" and "real" world role perceptions and practices found in classroom situations are also noted. According to preservice teachers, the affective role in the ideal world is more important than in the real world. The cognitive role was identified as the second most important element in both ideal and real worlds. A tabular summary of role perceptions of early childhood teachers is appended. (LL)

ED 357 021 SP 034 472

Beacham, Betty G.; And Others
A University and Public School Collaborative Approach to Preparing Elementary Teachers.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Supervision (of Teachers); *College School Cooperation; Collegiality; Cooperating Teachers; Demonstration Programs; Elementary Education; Higher Education; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Public Schools; School Districts; *Student Teachers; Student Teacher Supervisors
IDENTIFIERS- *Collaboratives; East Carolina University NC; *Reflective Practice

Programs designed collaboratively between school systems and schools of education provide a context for facilitating the integration of preservice classroom instruction with experience

Linn, Robert L.
Educational Assessment: Expanded Expectations and Challenges.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 38p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Futures (of Society); Generalization; *National Competency Tests; *Research Needs; Student Evaluation; Test Construction; *Test Validity
IDENTIFIERS- Alternative Assessment; Performance Based Evaluation; *Reform Efforts

Current national efforts to expand the role of educational assessment and radically change the nature of assessment are discussed. Rationales for expectations that a new national examination system would serve as a lever of educational reform are analyzed. Challenges posed for educational measurement by the proposed heavy reliance on complex, performance-based assessment are examined in terms of the needed comprehensive validation research. Particular attention is given to existing generalizability evidence and the implications of high degree of task specificity in performance for the design of an assessment system. Nine figures and one table illustrate the discussion. (Contains 45 references.) (Author)

ED 357 040 TM 019 750

Wolf, Shelby; Gearhart, Maryl
"Writing What You Read": Assessment as a Learning Event.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 43p.; Support also received from the California Assessment Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Feedback; *Learning; Literary Criticism; Narration; Reader Response; *Scoring; Student Evaluation; Theories; Writing (Composition); Writing Achievement; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Writing What You Read

The central role of teachers' interpretive assessments in guiding the growth of young writers is explored. Theories of reader response and literary criticism have been used to design a framework that integrates what is read with what is written. The current context of writing assessment is explored, and some of the other authors' efforts to develop methods for the assessment of narrative are described. The program "Writing What You Read" emphasizes the analytic and integrated nature of narrative reading and narrative assessment. By learning to critique the craft of published authors, teachers and their students are provided with points of access into the world of creative narrative writing. A developmental perspective is offered in the genre-specific nature of story development and the development of children's writing. To aid teachers, a administration of the Graduate Management Admissions Test with 2 sample sizes (500 and 2,000). Two factors seemed especially important in determining the size of impact: examinee sample size used in calibrating test items, and the ratio of item bank size to the length of the test constructed using items from the bank. Results from computer simulation clearly indicate that both factors influence test information accuracy, often substantially, with serious problems in accuracy arising when test items were calibrated on modest sample sizes (n=500) and when test item banks were large in relation to the number of items in the tests being constructed. Four figures illustrate the discussion, and three tables present analysis results. (Author/SLD)

ED 357 060 TM 019 786

Kaplan, David
The Impact of BIB-Spiralling Induced Missing Data Patterns on Goodness-of-Fit Tests in Factor Analysis. Occasional Paper OP93-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 18p.; Later version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Computer Simulation; Correlation; *Factor Analysis; *Goodness of Fit; Mathematical Models; Matrices; Monte Carlo Methods; *Statistical Distributions; *Structural Equation Models
IDENTIFIERS- *Balanced Incomplete Block Spiralling; Dichotomous Variables; *Missing Data

The impact of the use of data arising from balanced incomplete block (BIB) spiralled designs on the chi-square goodness-of-fit test in factor analysis is considered. Data from BIB designs posses a unique pattern of missing data that can be characterized as missing completely at random (MCAR). Standard approaches to factor analyzing such data rest on forming pairwise available case (PAC) correlation matrices. Developments in statistical theory for missing data show that PAC correlation matrices may not satisfy Wishart distribution assumptions underlying factor analysis, this impacting tests of model fit. A new approach for handling missing data in structural equation modeling advocated by B. Muthen, D. Kaplan, and M. Hollis (1987) is proposed as a possible solution to these problems. The new approach is compared to the standard PAC approach in a Monte Carlo simulation framework. Simulation results show that tests of goodness-of-fit are very sensitive to PAC approaches even when data are MCAR, as is the case for BIB designs. The new approach outperforms the PAC approach for continuous variables and is comparatively much better for dichotomous variables. One table and one figure illustrate the discussion. (SLD)

ED 357 061 TM 019 787

Glowacki, Margaret L.; Rice, Richard L., Jr.
Using Spreadsheets in the Management, Analysis, and Reporting of Evaluation Data.
PUB DATE- Nov 92

heterogeneous variances. The proposed test shows adequate power in conditions that do not favor parametric tests (i.e., interval level, normally distributed variables). Four tables present analysis results, and four figures illustrate the discussion. (SLD)

ED 357 079 TM 019 858

Oppenheim, Claude
How Principals Formally Evaluate Teachers.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Ethnography; Evaluation Methods; Foreign Countries; High Schools; *Instructional Effectiveness; *Principals; Professional Development; Researchers; School Administration; *Secondary School Teachers; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Evaluation; *Teaching Methods
IDENTIFIERS- Alberta; *Ethnomethodology

The evaluation of a high school teacher by his principal in Alberta, Canada, was examined by analyzing the conversations that occurred between the researcher, the principal, and the teacher he was evaluating. The analysis reveals much about why the principal undertook teacher evaluations, and what counts as evidence for good or poor practice. Evaluations were done to meet legal requirements, as well as for professional reasons. The principal did not agree with the widely accepted notion that there should be a clear distinction between formative and summative evaluations. Despite his strongly expressed assertions that he perceived himself as a colleague of his teachers, and that his evaluations were those of a professional equal, an examination of his discourse suggests that in fact he adopted a distinctly managerial position in relation to the faculty of his school. To this principal, students' participation and involvement in the lesson was the most important element of good teaching. Other characteristics of good teaching in his view are listed, and it is evident that his own practice was a yardstick by which he gauged the appropriateness of others' teaching. (Author/SLD)

ED 357 080 TM 019 859

Lofald, Daniel R.; Pajares, M. Frank
The Effect of Embedded Questions on Readers' Calibration of Test Readiness.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Cognitive Processes; Expository Writing; Higher Education; *Objective Tests; Performance; *Reader Response; Reader Text Relationship; *Readiness; *Self Evaluation (Individuals); Test Coaching; Test Wiseness; *Undergraduate Students

Second Language (ESL) and Native Language Arts (NLA). The project planned to offer content area subjects taught in the native language; a literacy component for students who had recently arrived in the United States and showed limited academic skills; a resource center to augment classroom activities with computer-assisted instruction; a cultural component offering students data on their native and U.S. cultures to enhance pride in their background and themselves; staff development workshops and opportunities for teachers to attend college courses; and a large parent involvement component. During the 1991-92 school year, the project enrolled 238 Haitian 10th through 12th grade students. The project provided all activities proposed in its design. The increased use of written Haitian in the NLA and bilingual classrooms allowed students to take such tests as the Regents Competency Test and the Native Language Writing Test in Haitian; thus, increasing their passing rates. The computer-assisted ESL classes and the project's literacy component have been very successful. Brooklyn College student tutors and the project's peer tutors were an asset to programming. There was a shortage of software for the computer-assisted courses. Recommendations for program improvement are suggested. Appendixes describe data collection and analysis and instructional materials. (RLC)

ED 357 099 UD 029 153

Choonoo, John
Transitional Intervention Project (Project TIP). Community School District 10, Bronx, 1991-92. Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Compensatory Education; Computer Assisted Instruction; *Curriculum Evaluation; Elementary Schools; *Elementary School Students; *English (Second Language); Immigrants; Language Proficiency; *Latin Americans; Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; Staff Development; Urban Schools
IDENTIFIERS- Language Minorities; *Latinos; New York City Board of Education; *Project TIP NY; Transitional Bilingual Education Programs

An evaluation was conducted of the first year of a 3-year program at two elementary schools in New York City, Transitional Intervention Project (Project TIP), designed to provide support services to predominantly Latino students of limited English proficiency (LEP). The project proposed to offer an instructional component with instruction in English as a Second Language (ESL), Native Language Arts (NLA) in Spanish, and bilingual content areas; a computer center at both sites with software designed to improve English and native language skills; teachers and educational assistants the opportunity to enroll in university level courses in bilingual and ESL education; staff development to acquaint teachers and staff with new instructional techniques and changes in curriculum and language development programs; and a parental component with workshops, parent-teacher conferences, and a lending library. During the 1991-92 school year, the project enrolled 159 male and 137 female Spanish kindergarten through sixth grade students. Project TIP was not fully implemented due to the uncertainty created by the district reorganization and closing

Friedman, Lorraine; Poscarinis, Maria, Ed.
Small Steps: An Update on the Education of Homeless Children and Youth Program.
PUB DATE- Jul 91
NOTE- 45p.; For a related document, see UD 029 194. Funding also provided by the Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Ancillary School Services; Bus Transportation; *Children; Compliance (Legal); *Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Poverty; Program Implementation; Urban Education; *Urban Youth; *Youth Programs
IDENTIFIERS- Bush Administration; *District of Columbia Public Schools; Shelters; Stewart B McKinney Homeless Assist Act Amend 1990; *Stewart B McKinney Homeless Assistance Act 1987

This report reviews and analyzes programs to educate homeless children and youth. A look at the national perspective describes the Stewart B. McKinney Homeless Assistance Act of 1987, its passage and content. The paper argues that the Department of Education, charged with implementing the Act, failed to do so. Delays, inadequate monitoring, and failure to provide any guidance to the states severely undermined the program. Amendments to the Act that are designed to address these problems are described, and they included tightened monitoring requirements, mandated provision of technical assistance, and express permission for the use of funds for educational services. The report notes the Department of Education's continued non-compliance, and Bush Administration efforts to eliminate the program. A further section of the report describes efforts in the District of Columbia to work with government officials to translate local homeless children's needs into services, particularly transportation service. Five appendixes contain sections of the federal legislation amendments, new provisions for the state plan required by the amendments, a list of community groups involved in the D.C. transportation plan, personal statements from homeless persons, and statements of those benefiting from the transportation plan. (JB)

ED 357 118 UD 029 194

Friedman, Lorraine; Stamen, Justine
Stuck at the Shelter: Homeless Children and the D.C. School System.
PUB DATE- Sep 90
NOTE- 36p.; For a related document, see UD 029 193.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Attendance Patterns; Bus Transportation; Children; Compliance (Legal); *Economically Disadvantaged; Elementary Secondary Education; Family Financial Resources; Federal Legislation; Federal Programs; Field Interviews; *Homeless People; Parent Attitudes; Poverty; *Program Implementation; Urban Education
IDENTIFIERS- *District of Columbia Public Schools; *Shelters; Stewart B McKinney Homeless Assist Act Amend 1990; Stewart B McKinney Homeless Assistance Act 1987

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employer Employee Relationship; *Employment Practices; Evaluation Methods; Guides; Library Administration; Library Personnel; Office Management; Personnel Directors; *Personnel Evaluation; *Personnel Management; Personnel Selection; *Productivity; Staff Utilization; Two Year Colleges

The essential elements of personnel management are outlined. Personnel management may be called by various names and may be practiced by various levels of management, but in any case it is one of the most important elements of a management position. While sample forms generally relate to Texas community colleges and libraries, the guide is written in general terms, and the scope is personnel management in general, rather than the management of library personnel in particular. Chapters address the following topics: (1) personnel today; (2) selecting personnel; (3) personnel performance expectations; (4) communication and personnel; (5) productivity and personnel; (6) evaluating personnel; (7) managing diverse personnel; (8) management styles and personnel; and (9) future directions. Fifteen sample forms are included, and additional forms are interspersed throughout the text to assist the reader/manager to apply personnel guidelines to his or her own situation. (SLD)

ED 356 797   IR 054 546

Bailey, Alvin R., Ed.; And Others
Public Library Advisory Board Handbook.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Community Involvement; Community Support; Confidentiality; Government Role; Guides; Library Expenditures; Library Materials; *Library Planning; Library Services; *Participative Decision Making; *Planning Commissions; *Policy Formation; Position Papers; *Public Libraries
IDENTIFIERS- Friends of the Library; Library Bill of Rights; Library Policy; *Texas; Texas State Library

In Texas, public library advisory boards are a recent innovation that have developed as a result of the Council-Manager form of government. This handbook is a response to that development as a compilation of information on the most efficient roles and functions of advisory boards. An advisory board is appointed by the governing body of which the library is a unit. It fulfills an important role by allowing for public participation in planning library policies and services. The composition and duties of the library board are discussed, along with information about finances, policies, and sources of support, such as Friends of the Library and the Texas State Library and Archives Commission. Chapter 11 of this paper contains five position papers on the following library issues: (1) Library Bill of Rights; (2) Freedom To Read; (3) Freedom To View; (4) Texas State Library Association Intellectual Freedom Statement; and (5) Policy on Confidentiality of Library Records. Summaries of opinions of the Texas Attorney General on library matters and a glossary are included. Appendixes contain sample board by-

(35.1%), and nutrition (33.2%), while the least common were skills training and personal development; (3) fewer than one in four colleges offered a formal degree or certificate in gerontology with a human services emphasis; and (4) programs for older adults appeared to be unlikely to use nontraditional approaches to instruction. The second part of the report reviews current demographic and economic trends suggesting that the nation's workforce, and population in general, are becoming older; provides a rationale for community colleges to meet the training/lifelong learning needs of older adults; and advances an action agenda for the colleges. The survey instrument is appended. (MAB)

ED 356 814   JC 930 216

Beckman, Brenda Marshall; Ventura-Merkel, Catherine
Community College Programs for Older Adults: A Resource Directory of Guidelines, Comprehensive Programming Models, and Selected Programs.
PUB DATE- May 92
NOTE- 57p.; For a status report, see JC 930 215.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; *Adult Programs; Adult Students; Community Colleges; Community Education; Community Services; *Continuing Education; Lifelong Learning; Models; Nontraditional Students; *Older Adults; Postsecondary Education; *Program Descriptions; Program Development; Program Implementation; Two Year Colleges

In an effort to more effectively disseminate information about community college programs for older adults, this directory was developed for three purposes: to make guidelines available for establishing, expanding, or revising programs; to offer a selection of successful programming models; and to provide a compendium of existing programs. Part I presents guidelines for designing and implementing community college programs for older adult students, developed by a national task force of community college administrators. Information is provided on gaining institutional commitment and policy support, establishing a formal unit, organizing an advisory committee, obtaining financial support, developing and coordinating staff and facilities, creating a supportive environment, tailoring a curriculum, forging strong legislative connections, developing a marketing plan, and evaluating the program. Part II highlights sample programming models from nine institutions of varying size and from different geographic areas. Brief descriptions are provided for each program, focusing on the scope of the programming, the complexity of the administrative units doing the programming, and the amount and sources of funding, and providing the name and address of an institutional contact person for additional information. Finally, part III presents a directory of selected community college programs for older adults in 24 states and Alberta, Canada. Each entry describes program objectives, credit/noncredit status, location, numbers served, funding sources, and program type, and provides the address and telephone number of a contact person. (MAB)

ED 356 815   JC 930 218

State University. Each of the 55 citations, listed alphabetically by the author's last name, features the author's name, title of the article, title and volume of the journal, date of the journal, page citations, and a brief abstract of the article. Topics include the role of the community college in music appreciation, the place of music courses in a community college, challenges faced by community colleges in teaching music, the recruiting and organizing of a marching band, music history and appreciation courses, the importance of expanding the junior college music curriculum, the role of the community college in training musicians, the dilemma of funding fine arts education in the face of financial difficulties, profiles of the types of students served by community college music programs, music courses as terminal courses, and suggestions for designing music programs. (MAB)

ED 356 831 JC 930 239

Head, Ronald B.
Employer Survey Results for the PVCC Graduating Class of 1990-91.
PUB DATE- Apr 92
NOTE- 39p.; For the 1989-90 report, see ED 342 440.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; *Employer Attitudes; Graduate Surveys; *Job Performance; Job Satisfaction; *Job Skills; Participant Satisfaction; Personnel Evaluation; Questionnaires; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Piedmont Virginia Community College

In an effort to evaluate the occupational success of graduates and to determine how well academic programs prepare students for work, Piedmont Virginia Community College (PVCC) regularly conducts surveys of employers of PVCC graduates. In 1993, surveys were sent to the employers of 47 graduates from the class of 1990-91 who had previously given permission for their employers to be contacted. Usable responses were received from 32 employers, for a response rate of 68.1%. Survey findings included the following: (1) approximately 80% of the respondents rated PVCC graduates as "excellent" or "good" with respect to technical job skills, quality and quantity of work, attitude, and cooperation with fellow workers and supervisors; (2) of the 32 graduates whose employers returned responses, 45.2% had previously indicated that they intended to pursue their current jobs as long-range careers; (3) 33% of these graduates had previously indicated that they were very satisfied with their jobs, 60% were satisfied, and 6.7% were not very satisfied; (4) approximately 70% of the responding employers rated the graduates' math, writing, speaking, research, and logic skills as "excellent" or "good"; and (5) occupational education and training at PVCC was rated as "excellent" or "good" by 82.6% of the employers, while general education received similar ratings by 69.6%. Detailed appendixes include employer evaluations by program and degree, employer comments, job categories of participating graduates, a list of participating employers, and the survey instrument. (BCY)

ED 356 832 JC 930 240

Valencia, R.
Student Services that Promote Transfer: The Transfer Center.

DESCRIPTORS- Academic Persistence; Community Colleges; Comparative Analysis; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; Employment Patterns; *Participant Satisfaction; *Student Behavior; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- Minnesota (Twin Cities)

In fall 1992, a survey was conducted of two subgroups of students who had enrolled for less than six credits in one of the seven community colleges in the Twin Cities metro area of Minnesota during fall quarter 1990, and who had not re-enrolled as of fall quarter 1992. The two subgroups surveyed included those classified as "completers" (completing at least 60% of their credits with a grade point average of at least 2.00), and those identified as "noncompleters" (not completing any courses). Students were surveyed on their goals, backgrounds, and reactions to the college experience. Usable responses were received from 62% of the 1,229 completers surveyed, and 77% of the 648 noncompleters. Study findings included the following: (1) updating job skills was the reason most frequently cited by both completers (36%) and noncompleters (31%) for attending college; (2) about one quarter of all respondents planned on transferring their credits to a four-year institution; (3) 87% of the respondents were employed, of whom 11% were also enrolled in a postsecondary institution; (4) completers were more likely than noncompleters to be employed and continuing their education; (5) completers were more likely to be employed in professional and marketing/sales jobs, while noncompleters were more likely to be in production or construction jobs; (6) two-thirds of noncompleters attributed their lack of completion to job conflicts or personal problems; and (7) over 90% of completers rated the quality of instruction as good or excellent. Data tables and the survey instrument are included. (PAA)

ED 356 848   PS 020 186

Zill, Nicholas; And Others
The Life Circumstances and Development of Children in Welfare Families: A Profile Based on National Survey Data.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- 29 Oct 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Behavior Problems; Child Health; *Child Welfare; Comparative Analysis; *Economically Disadvantaged; *Family Environment; Health Care Costs; *Low Income; National Surveys; Parent Child Relationship; Poverty; Poverty Programs; *Welfare Recipients; Welfare Services; Well Being
IDENTIFIERS- *Aid to Families with Dependent Children; Implications; Medicaid; *Working Poor

The study described in this paper used data from two national samples of families with children to describe the home environments in which welfare children are being raised and to identify the children's health, learning, and behavior problems. The study compared children whose families had received Aid to Families with Dependent Children (AFDC) payments in the previous 12 months with children in families that were neither poor nor welfare dependent, and with children in poor families that had not received AFDC payments in the last year. Results indicated that: (1) children in families that received AFDC payments were less healthy, more likely to contains sections that describe when learning begins, and that offer tips for helping children who are starting school and for handling opening day jitters. The second chapter focuses on knowing more about 4- and 5-year-old children, and offers suggestions for monitoring children's health, happiness, anger, and safety. The third chapter is devoted to parents' learning about the child's teacher, the contents of the school program, school laws, and the school's methods of testing children. The fourth chapter discusses before- and after-school care and offers guidelines for examining types of care available, finding care, and determining whether the child care offered fits the parents' needs. The final chapter explains the parents' role in their child's education and suggests activities to help the child succeed in and out of school. An appendix provides lists that detail actions involved in good parenting and skills for parents to develop to deal in a constructive manner with their or their child's anger. Numerous drawings in ink and pencil illustrate the text. (HOD)

ED 356 867   PS 021 225

Ventura, Ellen; And Others
A Kindergarten through Second Grade Multi-Age Classroom.
PUB DATE- Jan 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Programs; Elementary School Students; Flexible Scheduling; Grade 1; Grade 2; Grade Repetition; Individual Differences; Kindergarten; Kindergarten Children; Mainstreaming; *Primary Education; *Program Descriptions; *Student Placement; *Team Teaching
IDENTIFIERS- Developmentally Appropriate Programs; Full Inclusion; *Mixed Age Groups; Sweetwater County School District Number 2 WY

Recognizing that primary education needed to be changed in order to make it research-based and developmentally appropriate, a group of teachers in Wyoming developed a multi-age, team-taught class, called the Primary Education Program. The first year's class included 3 teachers and 60 students in kindergarten through first grade, and the second year included 4 teachers and 80 students in kindergarten through second grade. The mission of the program was to transform the traditional classroom into a setting that met the needs of young children, rather than one that required the students to meet the needs of the school. Four goals established to meet that mission were to: (1) provide for each child's unique and sporadic growth; (2) eliminate alternate placements; (3) achieve full inclusion of special education students; and (4) eliminate retention in a grade. Included in the class are students aged 5 through 9, or students in kindergarten through second grade. The teaching team consists of four primary teachers, one of whom is a special education teacher. The teachers work with the music, art, library, and physical education teachers to integrate the curriculum used in the classroom into the specialists' classrooms. The multi-age program, which is a full-day program for all students, allows greater flexibility and opportunities in instruction. (HOD)

ED 356 868   PS 021 237

Davidson, Philip M.

negative divorce-related events in their lives would benefit children of divorced parents. Four tables of data and three figures are included. (MM)

ED 356 885 PS 021 346

Johnson, Ann
Constructing the American Child in the 1920's: Radio Programs for Parents.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Journalism; Child Development; *Child Psychology; Child Rearing; *Developmental Psychology; Educational History; *Parent Education; Qualitative Research; *Radio; *United States History
IDENTIFIERS- *Radio Talk (Radio Program)

To explore dominant theoretical influences on parent education, emerging views of child nature and development, and implicit strategies for recruiting parental agreement and participation, this study analyzed "Radio Talk," a 1920s parent education program produced by child psychologists in Minnesota. A qualitative analysis of the transcripts revealed that in the 1920s, parental induction into the new scientific view of childhood was facilitated by heightening self-doubt and self-evaluation, by undermining confidence in intuitive modes of knowing, and by encouraging parents to adopt a scientific epistemological stance. The new view of childhood emphasized its unique and distinct needs, thus polarizing childhood and adulthood. Parents were encouraged to shift attention from physical aspects of the home environment to intangible emotional and relational aspects. Unlike other forms of popular child-rearing advice in the 1920s, Radio Talks were written and delivered by academic psychologists, and thus demonstrate more vividly early attempts to ground expert child-rearing advice in particular scientific ideas, as seen in the incorporation of well-known research, emerging scientific constructs, and an emphasis on cause-and-effect relationships. (MM)

ED 356 886 PS 021 348

Schwartz, David
Antecedents of Aggression and Peer Victimization: A Prospective Study.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Mar 93
NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Child Abuse; Discipline; *Early Experience; Elementary Education; Elementary School Students; *Family Environment; *Family Influence; Longitudinal Studies; Males; *Peer Relationship; Preschool Children; Preschool Education; Social Development; Violence

support for a social interactional perspective of shared environmental influences on sibling similarity, and underscored the need for more multi-agent and method research on sibling concordant and discordant adjustment. (Author/MM)

ED 356 904   PS 021 418

Non-Graded Primary Task Force Report.
PUB DATE- Jan 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Intervention; *Educational Change; *Educational Legislation; Educational Practices; Educational Principles; Financial Support; Flexible Progression; *Nongraded Instructional Grouping; *Primary Education; Program Implementation; *School Restructuring; State Legislation; Student Evaluation
IDENTIFIERS- *Oregon

As one in a series of reports by 10 task forces that responded to the Oregon Education Act for the 21st Century and explored the restructuring of the Oregon education system, this report presents recommendations of the Non-Graded Primary Task Force. The report describes the feasibility of implementing non-graded primary programs in all school districts. These programs would include strategies for prevention of students' failure and early intervention for students requiring special assistance. The report also recommends a funding formula and an implementation process that recognizes the need for flexible models to meet local needs. Included in the report are: (1) procedures the task force followed to prepare its recommendations; (2) a foundation for using the best educational practices, based on current research, for child development and learning in children in kindergarten through third grade; and (3) recommendations to the Oregon State Board of Education based on this foundation. Appendices include a bibliography of 14 references; definitions of terms; explanations of guiding principles of, and recommended best practices to foster, child development; and materials that concern assessment practices. (MM)

ED 356 905   PS 021 421

Pemberton, Elizabeth; And Others
Letter Reversals Produced and Recognized by Dyslexic and Nondyslexic Children.
PUB DATE- 28 Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Comparative Analysis; *Dyslexia; Elementary Education; Elementary School Students; *Freehand Drawing; *Language Handicaps; *Letters (Alphabet); *Manuscript Writing (Handlettering); Reading Difficulties; Word Recognition
IDENTIFIERS- Normal Children; *Reversals (Reading)

The validity of the suggestion that dyslexic children make more letter reversal errors than other children was tested. Horizontal letter reversals of 8- to 11-year-old dyslexic children, nondyslexic speech- or language-impaired (SLI)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Migrant Education; *Migrant Programs; *Parent Participation; Preschool Education; *Program Evaluation; School Districts; State Government
IDENTIFIERS- *Utah

This report provides information about educational programs for children of migratory agricultural workers in Utah. Migrant Education provides education and support services to children from preschool through high school and postsecondary education (ages 3-21), of migrant parents. The report summarizes eligibility requirements, recruitment efforts, the Migrant Student Record Transfer System, the focus of Migrant Education for early childhood and secondary education, and parent participation activities. It also lists school districts with which the state education agency (SEA) coordinates services. Programs are evaluated on-site by teams composed of representatives from various education programs and services at the SEA. The report lists the directors and locations for the 10 Migrant Education sites and provides descriptive and evaluative information about each site. The inservice training schedule and objectives are provided in chart form. The appendices contain charts and graphs concerning: (1) parent activities; (2) home contacts; (3) demographic data; (4) students served; (5) instructional services; (6) support services; (7) gains in developmental skills; and (8) achievement results. (KS)

ED 356 924 RC 019 099

Finding Migrant Children in New Jersey.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 18 Mar 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensatory Education; Delivery Systems; *Educational Responsibility; Elementary Secondary Education; *Migrant Children; *Migrant Education; *Migrant Programs; Parent Materials; *Program Descriptions; School Districts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New Jersey

This pamphlet was designed to answer questions frequently asked about the participation of migrant children in the Title I/Migrant Education Program in New Jersey. It discusses local school districts' strategies for identifying migrant students and how migrant children are defined. The pamphlet also covers: (1) employment considered temporary or seasonal work in agricultural, food processing, and the fishing industry; (2) interstate and intrastate classification of migrant children; (3) procedures for validating migrant students program eligibility; (4) student data in the Migrant Student Record Transfer System; (5) how local education agencies can apply for Title I/Migrant Education funds; and (6) educational responsibilities of the New Jersey Migrant Education Program and local migrant education projects. (LP)

ED 356 925 RC 019 100

Integrated Activities; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Activities; Mathematics Instruction; Physical Sciences; Puzzles; *Science Activities; *Science Education; Science History; Science Instruction; *Space Exploration; *Space Sciences; Writing Assignments
IDENTIFIERS- Crossword Puzzles; Hands on Science; Rockets; Space Craft; Spacelab; Space Shuttle; *Space Travel

Since its beginning, space science has created high interest and continues to prod the imagination of students. This activity packet, which has been designed to enhance the curriculum and challenge gifted students, contains background information on spaceflight as well as 24 interdisciplinary classroom activities, 3 crossword puzzles, and 3 word find puzzles. Duplication of the materials for classroom use is encouraged. Sections of the document are as follows: (1) Primitive Beliefs, (2) Our Fantasy of Flight, (3) United States Human Spaceflight Programs, (4) History of Human Spaceflight Activity, (5) Food for Human Spaceflight, (6) Dressed for Spaceflight and Activity, (7) Waste Management Systems and Activity, (8) Human Spaceflight Log, (9) Activities and Pictures, and (10) Bibliography. The bibliography lists 20 books, 16 NASA publications, and 20 films and slide shows on the topic of spaceflight. Answers to the puzzles are also provided. (PR)

ED 356 942   SE 053 004

Nations, Jim, Comp.
NASA/Aerospace Education Services Program. Classroom Activities.
PUB DATE- 88
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Astronomy; Biology; Class Activities; Earth Science; Elementary Secondary Education; *Learning Activities; Manipulative Materials; Models; Physical Sciences; *Science Activities; *Science Education; Science Instruction; *Space Exploration; *Space Sciences
IDENTIFIERS- Hands on Science; *Rockets; Space Craft; Spacelab; Space Shuttle; Space Travel

This document consists of a collection of classroom activities as they appeared in the "Aviation and Space Education News" from 1988 to 1991. The 45 activities in the document are organized in the following sections: (1) Aeronautics; (2) Earth Science; (3) Space Science; (4) Life in Space; (5) Rockets; and (6) Models. Each activity is illustrated with black and white drawings and/or diagrams, and each write-up contains one or more of the following components: name of activity; subject (e.g., aeronautics, biology, robotics, etc.); topic; thumbnail description of activity; materials needed (usually easily available household objects or inexpensive store items); methods, procedures, or calculations required; and discussion. (PR)

ED 356 943   SE 053 005

Seeing in a New Light: Astro-1 Teacher's Guide with Activities.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- Jan 90

of the student population involved in the program; teacher and student materials developed for the program; and a history of the development of the program. Part 2 presents the goals of the four laboratory stations and a course of study. The four workstations are: (1) designing with structures; (2) control systems technology; (3) transportation modeling; and (4) computer graphic presentation. The course of study includes a statement of emphasis; a list of 18 course objectives; suggested time allotments per course unit; and an outline of course content by topic. Part 3 discusses research support for the course and a list of 15 references. Part 4 reports the program evaluation of the six criteria established for the program. Findings indicated that student learning was active; workstations were effective; project criteria were met; students portfolios were effective for individualized learning; and the course was cost-effective. A summary of Program Description Book 1 is provided. The second of three documents, "Teacher Materials," provides teacher materials for the implementation of the program. The materials are presented in six sections. The first section describes workstation activity use. The second section discusses teaching methodology that employs technological problem solving. The third section presents four technology learning modules involving: (1) vehicle and flight design; (2) structure modeling; (3) robotics/control technology; and (4) computer graphics. Each module includes a list of the primary concepts involved; a list of activities; performance objectives; needed vocabulary; integrated subjects; equipment needed; and a list of resources and references. The fourth section discusses workstation implementation strategies. The fifth section describes the technology laboratory environment. The sixth section discusses student evaluation techniques. The last of three documents, "Student Information," describes the workstation activities that the students can complete. The material is presented in five sections according to the different workstations: (1) vehicle transportation; (2) structure modeling; (3) lego-logo robotics; (4) computer graphics; and (5) flight modeling. Each section includes objectives to be completed at the workstation; a list of possible activities; and the design/problem solving process steps necessary to complete the activities. A series of worksheets to be completed by the stud

ED 356 960   SE 053 260

Environmental Education Research. Seminar Report (London, England, United Kingdom, December 3, 1991).
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- Jun 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Foreign Countries; *Global Approach; Higher Education; *Needs Assessment; Social Sciences
IDENTIFIERS- *Environmental Education Research; Environmental Literacy; *United Kingdom

The seminar aimed to improve the degree and quality of Environmental Education Research (EER) in the context of global environmental change with particular emphasis on the role of the social sciences. The report is divided into six sections and appendices. Section 1, an introduction, includes the seminar background, aim, objectives, and chair's introduction.

Groups; Religious Differences; Social Studies; World History
IDENTIFIERS- *Middle East

This annotated bibliography is intended for all who want to learn more about the Middle East--the land, the people, and the communities of ancient and modern times. The document is specifically designed to enrich religion and social studies programs in elementary and middle schools. The types of resources listed are: resource directories, periodicals, videocassettes, books, children's books, and educational materials. A list of organizations concerning the Middle East also is included. (DB)

ED 356 980 SO 022 698

Ediger, Marlow
Resource Units, Teaching Units, and Lesson Plans.
PUB DATE- 25 Apr 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Education; *Instructional Materials; *Lesson Plans; *Resource Units; *Social Studies; *Units of Study

Three valuable approaches to utilize in improving the social studies curriculum may be to develop resource units, teaching units, and lesson plans. Resource units contain a collection of more objectives, learning activities, evaluation techniques, and bibliographical entries than can possibly be used by a given teacher for a particular classroom of pupils. Developing good teaching units should help to improve the social studies curriculum. A teaching unit generally pertains to planning for instructing a specific class of pupils for an entire unit. Guidelines for developing the appropriate section of a teaching unit may include: (1) specific objectives; (2) pretesting of pupils; (3) possible revision of objectives; (4) learning activities to realize objectives; and (5) evaluation to determine if objectives have been realized. A carefully developed lesson plan for each day in teaching social studies can do much to improve the curriculum. Such a plan should encompass specific objectives, learning activities, and evaluation techniques. It is important to teach units in depth rather than use the survey approach. Teachers, supervisors, and administrators should select eight or nine units to be taught in a given school year in the intermediate grade levels. Problems for consideration and discussion are included. (Contains 13 references.) (LBG)

ED 356 981 SO 022 723

Boulter, Lyn T.; Swann, Martha
Cross-National Comparison of Students' Political Awareness and Attitudes.
PUB DATE- 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Comparative Analysis; Developmental Psychology; Elementary School Students;

barriers include uncoordinated efforts, lack of economic incentives, various routes of entry into the early childhood field, and insufficient personnel to staff existing programs. Factors to be considered in the creation of a coherent career development system include: (1) the need to eliminate barriers created by historical divisions of early child care, preschool education, and early elementary education; (2) lack of regulatory incentives for training; (3) need for coordination of multiple sources of funding; (4) the need for an expanded, shared knowledge base; (5) the need for standards for trainers; (6) recognition of institutional variables; and (7) acknowledgement of the needs of adult learners. (Contains 21 references.) (JDD)

ED 357 002 SP 034 284

Smith, Michael S.
So You Want To Be a Whole Language Teacher: Constraining Factors That Beginning Teachers Face.
PUB DATE- Oct 92
NOTE- 50p.; Paper presented at JCT Conference (Dayton, OH, October 14-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Context Effect; Cultural Background; Elementary Education; Higher Education; Individual Characteristics; Institutional Characteristics; Interaction; Language Arts; Literacy Education; *Performance Factors; Reading Instruction; *Student Teachers; Teacher Behavior; *Teacher Effectiveness; Teaching Experience; *Teaching Methods; *Whole Language Approach
IDENTIFIERS- *Constraints

Six student teachers who were committed to the tenets of whole language were studied to determine how they manifested their whole language perspectives in light of the enabling and constraining factors they faced in their specific field sites. Results indicated that the six student teachers were forced to alter their teaching behaviors significantly due to constraining factors. The impact of context on teacher's behavior is examined in general, and the categories of constraining factors that cut across all of the six student teachers' experiences are outlined. Constraining factors are categorized in four levels: (1) interactive factors; (2) institutional factors; (3) cultural factors; and (4) personal factors. For each level, anecdotal examples of the six teachers' experiences illustrate the constraining factors involved: working with the curriculum, cooperating teachers, university supervisors, student behavior problems, lack of resources, and personal limitations. (Contains 33 references.) (JDD)

ED 357 003 SP 034 336

The Clinical Schools Project.
PUB DATE- Feb 92
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College School Cooperation; *Educational Environment; Educational Objectives; Elementary

in the field, as well as making university classroom instruction more sensitive to current issues in public education. This paper describes an emerging model program--East Carolina University's Model Clinical Teaching Program (MCTP)--collaboratively planned by university and public school personnel, and discusses the program's purpose, goals, development, curriculum, field experiences, staff development, initial evaluation efforts, and a proposed longitudinal study of graduates. Evaluation results suggest that interns found the experience and associations with lead teachers to be very satisfactory; elementary principals were enthusiastic about lead teachers' professional growth; lead teachers stated that staff-development seminars gave them an opportunity to reflect upon instructional decisions and supervisory practices; this reflective model allowed for in-depth analysis of existing instructional practices; and all parties perceived that as a model for preparing successful, reflective teachers, the MCTP is accomplishing its mission. (LL)

ED 357 022 SP 034 479

Reviczky, JoAnn
DTeach Family Groups: A Handbook for Dysfunctional Teachers.
PUB DATE- Dec 92
NOTE- 27p.; Master's Thesis, Plymouth State College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Child Abuse; Corporal Punishment; Discipline; Early Experience; Elementary School Teachers; Elementary Secondary Education; Emotional Experience; *Program Design; Secondary School Teachers; *Self Help Programs; *Social Support Groups; Teacher Attitudes; *Teacher Behavior; Teacher Characteristics
IDENTIFIERS- Alcoholics Anonymous; *Dysfunctional Family

There is psychological evidence to support the theory that many abused children become abusers themselves. This study investigates the probabilities of classroom abuse by teachers in relation to their past abuse experiences. A second purpose of the study is to create a self-help handbook for teachers from dysfunctional families who are in need of support and guidance (dysfunctional and abuse are defined as physical, sexual, or emotional and may be the result of alcoholism, addictions, or learned behavioral patterns). The main body of the document presents a guide for organizing support groups for teachers from dysfunctional families in schools, school districts, and communities. The guide describes the DTeach Family Group, a 12-step self-help group. It includes the following components: the 12 steps; the 12 traditions; a suggested group structure; meetings and procedures; suggested ideas for meetings; planning a meeting program; sample preamble/welcome and closing; how to start a group; suggestions for topics; slogans; and a list of other organizations that deal with crisis, drugs and alcohol, family services, and prevention. (Contains 12 references.) (LL)

ED 357 023 SP 034 494

McLaughlin, Milbrey W.; Talbert, Joan E.
Contexts That Matter for Teaching and Learning: Strategic Opportunities for Meeting the Nation's Educational Goals.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93

narrative feedback form to support student-teacher conferences and a narrative rubric to help teachers evaluate students' present understandings and future possibilities were developed. The feedback form allows for comment in the areas of theme, character, setting, plot, and communication, as well as convention and writing process. The rubric is a classroom measure with five evaluative scales for student writing. Some examples of student writing and the application of teacher evaluation are given. Three figures illustrate the discussion. (Contains 68 references.) (SLD)

ED 357 041 TM 019 751

Kim, Haeok; Plake, Barbara S.
Monte Carlo Simulation Comparison of Two-Stage Testing and Computerized Adaptive Testing.
PUB DATE- Apr 93
NOTE- 43p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; Comparative Testing; *Computer Assisted Testing; Computer Simulation; Estimation (Mathematics); Individual Differences; Item Response Theory; *Monte Carlo Methods; Test Items; Test Length
IDENTIFIERS- Ability Estimates; *Routing Tests; *Two Stage Testing

A two-stage testing strategy is one method of adapting the difficulty of a test to an individual's ability level in an effort to achieve more precise measurement. A routing test provides an initial estimate of ability level, and a second-stage measurement test then evaluates the examinee further. The measurement accuracy and efficiency of item response theory (IRT) based two-stage testing was investigated in comparison with an individualized computerized adaptive test (CAT). Eighteen simulated two-stage tests and three fixed-length CATs differing in the number of test items administered were compared. Abilities were generated for a sample of 1,600 simulees. Results indicate that the statistical characteristics of the routing test have a major influence on measurement precision in ability estimation. Overall, it was apparent that a fixed-length CAT is superior to the two-stage tests of equivalent length in terms of measurement accuracy and efficiency. IRT-based two-stage tests using rectangular distribution of item difficulties in the routing test and an odd number of second-stage tests produced more accurate theta estimates than did the other two-stage test configurations studied. IRT-based two-stage tests may sometimes be practical alternatives to CAT, considering its limitations. Two tables and 18 graphs present analysis results. (SLD)

ED 357 042 TM 019 752

Foong, Yoke-Yeen; And Others
Factors Influencing Science Learning Outcomes for 14-Year-Old Singaporean Students.
PUB DATE- May 92
NOTE- 29p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, May 6-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

NOTE- 29p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Computer Software Evaluation; *Data Analysis; Databases; *Evaluation Methods; *Microcomputers; *Research Methodology; *Spreadsheets; Technological Advancement
IDENTIFIERS- *Excel Computer Program

Currently available spreadsheet programs for microcomputers provide many features that can be very useful for evaluators and researchers. Some of the basic concepts involved in spreadsheet use are introduced, and information is provided on the use of spreadsheets in maintaining and analyzing evaluation data. The spreadsheet used in the discussion of features and in the examples is Microsoft's "Excel 4.0 for Windows," a program with many new statistical functions. There are many advantages in using spreadsheets, including ease of data entry, graphing capabilities, formatting capabilities, sorting, and the wide range of statistical functions available. Spreadsheets are especially helpful for those who do not have access to mainframe computers or expensive statistical software. One figure gives an example of spreadsheet use, and an additional 11 figures in an appendix provide further examples. Tables in the appendix contain the following data: (1) statistical functions available in three spreadsheet programs; (2) additional functions available with Macro add-on files; (3) logical functions available in Excel; and (4) database functions in Excel. (SLD)

ED 357 062 TM 019 789

Peterson, Norman K.; Sellers, Darlene
Student Motivation and Learning Styles in a Multimedia Learning Environment.
PUB DATE- Oct 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Custer, South Dakota, October 9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; *Cooperative Learning; Educational Environment; Formative Evaluation; Group Dynamics; Intergroup Relations; Interpersonal Relationship; Junior High Schools; *Junior High School Students; Middle Schools; *Multimedia Instruction; Preservice Teacher Education; *Student Motivation; Student Projects
IDENTIFIERS- Middle School Students; University of Wyoming

To begin to implement a multimedia teaching and learning component in the teacher education curriculum of the University of Wyoming (Laramie), a pilot study was conducted in the summer of 1992 to attempt to identify teaching and learning issues related to computer-enhanced multimedia instructional platforms. Subjects were seven middle school or junior high school students attending a 3-week course to acquaint students with the application of multimedia tools to specific learning outcomes. Presentations developed by the students involved use of computer software as well as video and audio editing, image scanning, and digitalized video imaging. A formative evaluation

IDENTIFIERS- Calibration; *Embedded Items; Questions; Subjective Evaluation; *Test Readiness

Whether questions embedded in expository text could improve the correspondence between adult readers' subjective assessments of test readiness and their objective test performance (prediction calibration) was studied with 168 undergraduates. In order to minimize the confounding effects of prior knowledge, the subjects were asked to read a text based on a make-believe solar system. This experiment was prepared as a two-factor design, embedded questions (yes/no) and text reinspection (yes/no). Because subjects were not cued to process the questions in any fashion, effects discovered were learner-produced, rather than investigator-induced. The purpose of the lookback factor was to separate the effects of embedded questions on perceptions of cognitive readiness when combined with re-study decisions from the effects of embedded questions when re-study was prohibited. Embedded questions had the effect of bringing subjective beliefs regarding test readiness into better calibration with objective test preparedness, and may thus be used to change the passive and dysfunctional relationship many readers have with the text. One figure illustrates the discussion, and six tables present study data. (Author/SLD)

ED 357 081 TM 019 860

Siskind, Theresa G.; And Others
The Instructional Validity of Computer Administered Tests.
PUB DATE- Mar 92
NOTE- 21p.; Paper presented at the Annual Meetings of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5-9, 1992) and the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; Comprehension; Computer Assisted Instruction; *Computer Assisted Testing; High Schools; *High School Students; *Instructional Effectiveness; Performance Tests; Scores; *Teaching Methods; Test Format; Test Items; *Test Validity
IDENTIFIERS- Item Characteristic Function; *Paper and Pencil Tests

The instructional validity of computer administered tests was studied with a focus on whether differences in test scores and item behavior are a function of instructional mode (computer versus non-computer). In the first of 3 studies, performance test scores for approximately 400 high school students in 1990-91 for tasks accomplished with the computer were correlated with objective paper-and-pencil test scores for comprehension of the same tasks. In the second study, a comparison was made between test scores of 77 high school students in 1991-92 taking an objective test via computer and scores on the same test in paper-and-pencil format. In the third study, the item characteristics of tests given in a computer format were compared to the item characteristics of the same tests presented in a paper-and-pencil format. Data from the first two studies were used. Findings from the three studies indicate that performance tests for computing are not equivalent to objective paper-and-pencil tests even when the content is the same. Test scores and item statistics for tests in a paper-and-pencil format and computer format do not differ for content taught in a combined computer and lecture mode. Whether students not taught by computer are hampered by computer-based down of one project school. The objectives for ESL and staff development were not met. Data needed to evaluate the NLA, content area subjects, and self-concept objectives were not supplied. Although parent involvement activities were fully implemented, parent attendance at these activities was not sufficient to meet the parent involvement objective. Project attendance was higher than the mainstream rate. Recommendations for program improvement are suggested. An appendix describes data collection and analysis. (RLC)

ED 357 100   UD 029 154

Angelina, Edward; Duque, Diana L.
Harmony in Career Learning and Scholastic System (Project HI-CLASS). Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 21p.; For earlier project reports, see ED 319 874 and ED 342 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Development; Chinese Americans; Compensatory Education; *Curriculum Evaluation; *English (Second Language); High Schools; *High School Students; Hispanic Americans; Immigrants; Language Proficiency; Limited English Speaking; Native Language Instruction; Program Evaluation; Staff Development; *Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project HI CLASS NY; Transitional Bilingual Education Programs

An evaluation was done of the first year of a 2-year renewal program at three high schools in New York City, Harmony in Career Learning and Scholastic System (Project HI-CLASS), designed to provide support services to students of limited English proficiency (LEP). The project proposed to provide individualized instruction focusing on basic skills, career development, and preoccupational training; instruction in English as a Second Language (ESL), Native Language Arts (NLA) in Spanish and Chinese, and bilingual content areas; a bilingual newsletter at each project site; after-school tutoring and cultural enrichment activities; a 5-week summer institute for testing, placement, and remedial help; staff development with workshops and tuition assistance for continuing education; a parental component with ESL and high school equivalency classes and a bilingual parents' advisory committee; and curriculum materials. During the 1991-92 school year, the project enrolled 325 Spanish, 230 Chinese, and 4 other 9th through 12th grade students. Project HI-CLASS met its objectives for NLA, attitude toward heritage, cultural enrichment, career development, and parental involvement. It met one objective for staff development; and it partially met its objectives for attendance, dropout prevention, and content area subjects. The project failed to meet its ESL objective and one objective for staff development. Recommendations for program improvement are suggested. Appendixes describe data collection and analysis and instructional materials. (RLC)

ED 357 101   UD 029 155

Clark, Andrew
The Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness Program (Project AMERICA).

A study was done of homeless children and their access to education in District of Columbia Public Schools and of implementation of the Stewart B. McKinney Homeless Assistance Act in that school district. A review of District of Columbia proposals for programing and for funding, interviews with school and city officials, and interviews with homeless children and their families provide the data for the study. The investigation found that in the District of Columbia compliance with the McKinney Act is at best extremely limited. The District of Columbia has failed to comply with several provisions of the Act: (1) there is no system in place for determining school placement for homeless children; and (2) there is not even a designated person to make determinations as required by the McKinney Act. In addition, the most serious problem homeless children face in the District of Columbia is transportation. Of the 21 families interviewed for the study, over 50 percent said that their children regularly miss school because they cannot afford transportation costs. Interviews revealed a direct correlation between missed schooling due to lack of transportation and educational performance. The study offers recommendations, appends the substance of the interviews, and lists five references. (JB)

ED 357 119   UD 029 195

Teaching for Change: Anti-Racist, Multicultural Curricula, Critical Teaching.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Catalogs; Cultural Differences; Cultural Education; Curriculum Guides; Economically Disadvantaged; Educational Change; *Educational Resources; Elementary Secondary Education; Folk Culture; Intercultural Communication; *Justice; *Multicultural Education; *Racial Discrimination; School Choice; Teaching Guides
IDENTIFIERS- Caribbean; Central America; *Critical Pedagogy; Multicultural Materials; North America; Social Justice; South America

This publication is a 60-item catalog listing of curricula, teaching guides, and other resources for teachers that focus on developing and promoting pedagogy, resources, and cross-cultural understanding for social and economic justice in the Americas. Many of the offerings particularly address racism and issues in Central America and South America. The selections are designed for elementary school and secondary school education, and also include newsletters, travel opportunities, and recommended professional books. Some of the topics covered are the following: (1) cooperative learning; (2) Malcolm X; (3) the labor movement; (4) Rigoberta Menchu; (5) Hispanic folktales; (6) civil wars in El Salvador and Guatemala; (7) Caribbean culture and history; (8) educational activism in the United States; (9) standardized testing; and (10) battling the school choice movement. Included are an order form and an information request form. (JB)

ED 357 120   UD 029 198

Compensatory Education: Additional Funds Help More Private School Students Receive Chapter 1 Services. Report to Congressional laws and a list of Texas Regional Library Systems. (SLD)

ED 356 798 IR 054 547

State of the Modern Information Professional, 1992-1993. An International View of the State of the Information Professional and the Information Profession in 1992-1993. FID Occasional Paper 4.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Futures (of Society); Information Needs; *Information Scientists; Information Services; Information Technology; International Studies; Librarians; Postsecondary Education; *Professional Education; Professional Training; Profiles
IDENTIFIERS- Africa; Caribbean; Denmark; Dominica; Europe; Finland; Hungary; Information Policy; *Information Providers; Latin America; Malaysia; Venezuela

The following 14 papers are provided: (1) "Perfil del profesional de la informacion en Venezuela" with a synopsis in English: "Profile of the Information Professional in Venezuela" (A. D. Anton and M. S. de Arenas); (2) "The Modern Information Professional in the Caribbean Setting" (D. Douglas); (3) "Development of Information Professionals and Paraprofessionals in the Organization of Eastern Caribbean States, with Special Reference to the Commonwealth of Dominica" (S. Evan-Wong); (4) "To Experience a Connection; In Search of a New Information Professional for Latin America" (I. Paez-Urdaneta); (5) "Information Intrapreneuring and Entrepreneuring" (A. S. Warner); (6) "The Information Professional in Denmark" (J. Christensen); (7) "The Great Variety of Roles and Careers for Modern Information Professionals in Finland: A Review of the Current Situation and Signs of Change" (M. Karivalo and R. Launo); (8) "Information Policy in New Circumstances in the Region of Central and Eastern Europe, with Special Regard to Hungary" (G. Rozsa); (9) "Education and Training as a Key to Professional Success" (E. Simon); (10) "Darwinism Extremis: Evolution for Survival: A New Breed of Information Professionals for the 21st Century" (L. R. Baker); (11) "Information Professionals in Malaysia: Roles, Careers, and Development" (R. A. Yaacob and L. bin Hashim); (12) "Information Professional: Agent of Cultural Preservation and Promotion in Africa" (M. N. Lelo); (13) "Roles, Careers and Prospects for Tomorrow's Information Professional in French Speaking Sub-Saharan Africa" synopsis of "Roles, Carrieres et Perspectives du Professionnel de l'Information de Demain en Afrique Subsaharienne Francophone" (O. Sagna); and (14) "The Changing Information Society: Changing the Information Professional" (M. Hill). Author biographical sketches are included. (Contains 153 references.) (SLD)

ED 356 799 IR 054 548

Wang, Vicky; Lau, Shuk-fong
Students' Attitudes toward ABI/INFORM on CD-ROM: A Factor Analysis.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Doucette, Don
Community College Workforce Training Programs for Employees of Business, Industry, Labor, and Government: A Status Report.
SPONS. AGENCY- National Computer Systems, Inc., Arlington, VA.; Student Loan Marketing Association, Washington, D.C.
PUB DATE- Mar 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Role; Community Colleges; Economic Development; Educational Finance; *Educational Needs; *Job Training; *Labor Force Development; National Surveys; *Needs Assessment; Position Papers; Postsecondary Education; Program Content; Program Effectiveness; *School Business Relationship; Sociocultural Patterns; Technical Education; Two Year Colleges

Designed to provide information on the current state of workforce training at the nation's community colleges, this two-part report summarizes results from a national survey of two-year college workforce training programs and documents the growing economic and educational importance of such programs. The first section discusses a fall 1991 survey of 1,042 two-year colleges requesting information on the extent that local employers' needs were met, the kinds of companies served, subjects provided, program organization and funding, and the overall effectiveness of the training programs. A total of 748 completed surveys were received, representing 73.2% of all two-year colleges and campuses in the country. Survey findings included the following: (1) 96% of respondents (n=696) indicated that they provided workforce training programs; (2) almost 66% of the training reported by colleges was done for companies with fewer than 500 employees; (3) the most common subject areas for which community colleges provided training were job specific technical training (20.2%), computer-related training (18.6%), supervision/management (14.6%), and workplace literacy (9.8%); (4) 35.5% of the programs were paid for by employers and 26.9% by college operating funds; and (5) nearly 85% of respondents felt that they were effectively meeting clients' training needs, with the most commonly cited obstacle being inadequate budgets. The second section presents a position paper outlining the current challenge facing the nation to train a skilled workforce, a rationale for community college involvement in such training, and recommendations for action for community college leaders and corporate executives. A list of responding colleges by state and the survey instrument are appended. (BCY)

ED 356 816   JC 930 221

Sworder, Steve
A Description of Spring 1993 Continuing Saddleback College Students Who Requested That Their Transcript Be Sent to Four-Year Colleges or Universities between November 1, 1992 and April 30, 1993.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Records; *College Transfer Students; Community Colleges; Data Collection; Higher Education; *Student Behavior; *Student Characteristics; *Student Educational

PUB DATE- 4 Jun 93
NOTE- 13p.; Paper presented at the Annual Transfer Assembly of the Center for the Study of Community Colleges (4th, Chicago, IL, June 3-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Black Students; *College Transfer Students; Community Colleges; Higher Education; Hispanic Americans; *Minority Groups; *Organizational Objectives; Program Content; Program Descriptions; *Resource Centers; Resource Materials; Student Characteristics; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- City Colleges of Chicago IL Truman College; *Transfer Centers

In an effort to improve the transfer rates of minority students from community colleges to baccalaureate granting institutions, the Illinois state legislature allocated funds to establish transfer centers at community colleges that would take a pro-active approach to reaching minority students with information about transfer. One of 26 centers currently funded, the Truman College Transfer Center (TCTC) has an annual budget of approximately $90,000 and employs one full-time and four part-time people. The Center's four main objectives are to maintain a resource center with current information and the materials needed to assist students in the transfer process; develop a marketing strategy to inform and encourage traditionally under-represented populations to consider transferring; develop a data collection process to track student usage of TCTC services and to develop research on transfer students prior to and after transfer; and plan a minimum of 6 college fairs and at least 40 individual recruitment visits by university representatives per academic year. TCTC usage has increased dramatically since fall 1990, with the number of Truman College students who indicated an intent to transfer increasing from 29% in 1990 to 35% in 1992. In addition, while making up 48.7% of the regular credit enrollment, the three targeted minorities, African American, Hispanic, and Native American, comprised 51% of service recipients in 1992. Appendixes include a sample transfer checklist for students and a newsletter detailing grade point averages and savings incurred by studying first at Truman College for the 247 students who transferred in fall 1992. (MAB)

ED 356 833 JC 930 241

Hightower, Cameron
The Partnership for Today That Works for Tomorrow: The Professional Automotive Training Center at Shoreline Community College.
PUB DATE- 24 Mar 93
NOTE- 13p.; Paper presented at the Annual Convention of the American Association of Community Colleges (73rd, Seattle, WA, April 28-May 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auto Mechanics; Community Colleges; Construction Costs; Cooperative Programs; Educational Facilities; Enrollment; *Experiential Learning; *Financial Support; Fund Raising; Job Skills; Labor Force Development; Program

fail in school, and more likely to exhibit discipline problems than children in nonpoor families; (2) approximately one-third of children in families that had received AFDC payments received intellectual stimulation and emotional support from their parents that was comparable to that received by children in nonpoor families or families that had not received AFDC payments; and (3) children in families that had not received AFDC payments were six times as likely to lack insurance coverage as children in families that had received AFDC payments. A 50-item reference list and tables of data are provided. Appendices include a summary of the data analysis and a description of data sources. (ME)

ED 356 849 PS 020 420

Braveman, Paula; And Others
Increased Risk of Adverse Outcomes in Newborns in the Greater San Francisco Bay Area.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Child Health; Ethnic Groups; *Health Insurance; Health Needs; Infant Mortality; *Low Income Groups; *Medical Care Evaluation; Medical Services; *Neonates
IDENTIFIERS- *California (San Francisco Bay Area)

To determine whether lack of medical insurance was associated with adverse health outcomes, this study examined hospital data on newborns in California's San Francisco Bay Area. The study also sought to determine which ethnic groups were most at risk. Computerized data on all civilian acute-care hospitalizations in the study area were obtained for the last half of 1982 and all of 1984 and 1986. The sample included records on 28,345 newborn hospitalizations in 1982; 57,492 in 1984; and 60,631 in 1986. Adverse outcomes were classified as: (1) prolonged length of stay (6 days or more); (2) transfer to another acute-care hospital or long-term care facility; or (3) death. Newborns with adverse outcomes were compared with well newborns (those discharged after a stay of less than 6 days). Analyses of data revealed that in each year studied the risk of an adverse hospital stay appeared higher for uninsured infants than for privately insured newborns. Uninsured black newborns were 2.24 times more likely as privately insured black newborns to experience adverse outcomes. For uninsured Latino newborns the risk was 1.56 times greater. Both the percentage of uninsured infants and the magnitude of risks associated with a lack of insurance increased over time. Findings indicate a need for responses to the lack of health insurance in California and the United States. (MM)

ED 356 850 PS 020 452

Wurtele, Sandy K.; And Others
Sexual Abuse Prevention for Preschoolers: A Survey of Parents' Behaviors, Attitudes, and Beliefs.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Aug 91
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

Coordinations of Social Reasoning in the Development of Orientations toward Education.
PUB DATE- 92
NOTE- 23p.; An earlier draft of this paper was presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Cognitive Development; Educational Research; *Elementary School Students; Elementary Secondary Education; *High School Students; Interviews; Learning; *Learning Processes; Learning Readiness; *Student Attitudes; *Student Development; Student Motivation; *Student School Relationship
IDENTIFIERS- *Social Reasoning

Because earlier research suggests that children's and adolescents' achievement motivation is mediated by their implicit beliefs and theories about schooling, 70 students (half girls and half boys) in a middle class suburban school district in grades 3 through 12 were interviewed about several dimensions of knowledge about education, including reasons for schooling, conditions of learning, conceptions of intelligence, and curriculum objectives. Interviews followed a standard open-ended format, and after responding to each question, students were encouraged to elaborate and present reasons for their views. Findings revealed both increasing linear and nonlinear developmental trends. Students' ability to conceive of learners as active participants rather than passive recipients increased progressively with age, as did their valuing of nontraditional educational objectives such as art and music. Compared with students in the middle grades, older and younger students believed more strongly in the intrinsic value of education and in the value of metaeducational objectives such as learning to learn, and less strongly in the modifiability of intelligence through effort. The results suggest that children initially form a naive personalistic orientation toward education, which is rejected in early adolescence in favor of a practical, societal orientation; and that older adolescents adopt an orientation that coordinates both personalistic and societal perspectives. (Author/MOD)

ED 356 869   PS 021 239

Masters, Billie Have
The Challenge for Child Care.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Childhood Needs; *Cognitive Development; *Day Care; Early Childhood Education; *Educational Environment; Parent Role; Teacher Role; *Thinking Skills; *Values Education

For many years there has been concern over the growing need for adequate and available child care in the United States. Given this concern, the question arises as to what is meant by "adequate child care." It is not enough that child care be available; it must also be adequate with respect to fulfilling the developmental needs of the children it serves. Instruction in morality and values is not a prerogative of any form of the

IDENTIFIERS- Bullying; Childhood Experiences; Disliked Children; *Passive Aggressive Behavior; Sociometric Status; *Victimization

As part of a longitudinal study of children's social development, this study explored preschool home environments of elementary school children who were persistently bullied and victimized by their peers. Subjects included approximately 200 children randomly sampled from predominantly lower and middle socioeconomic populations. One-fourth of the children were African-American. In the summer before the children began kindergarten, researchers interviewed the child's mother about the child's home experiences, including exposure to harsh punishment, violence, aggressive role models, and marital conflict, and about the family's exposure to stressful challenging events. The children were followed for 5 years with a variety of measures obtained each year. A victim-aggression status was determined for each child using sociometric interviews with the child's classmates. Children were classified as aggressive victims, passive victims, aggressive nonvictims, and normative contrasts. Because few girls were classified in the extreme categories, analysis was limited to male subjects. Analyses revealed that third and fourth grade aggressive victim status was significantly predicted by preschool exposure to violence, marital conflict, stressful challenging events, harsh restrictive discipline, and physical harm by family members. No clear pattern regarding histories of passive victims emerged. A developmental pathway can be hypothesized in which preschool exposure to violence and aggressive role models provides boys with the opportunity to learn goal-oriented aggressive behaviors. (MM)

ED 356 887 PS 021 349

Perry, Louise C.; Morgan, Amy K.
Sex-Role Development in Young Children: Relationships to Behavioral and Attitudinal Measures of Parental Gender Schemas.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Childhood Attitudes; Early Childhood Education; *Parent Attitudes; Parent Child Relationship; *Parent Influence; *Sex Role; *Sex Stereotypes; Young Children
IDENTIFIERS- *Gender Schema Theory; Instantaneous Report of Judgments; Parent Expectations; Reflective Judgment

To explore early sex-role development, this study examined the gender schemas of parents in relation to the sex-typed toy preferences of their own young children. Subjects were 82 parents of children between the ages of 3 and 8. Test stimuli consisted of 2 equivalent lists of 24 occupations, each list containing 8 occupations coded as typically male, female, or neutral. Each item was presented singly. In the immediate-response condition, subjects were asked to decide as quickly as possible whether each occupation was most appropriate for men, women, or both. In the delayed-response condition which followed, the second list of occupations was presented and subjects were asked to think over their response until a signal sounded (after a 2.5 second delay). Parents' judgments were compared with judgments about sex-typed toys made by their children in a separate study. Parents also completed children, and nonimpaired children in the context of individual letters, words, words spelled out letter-by-letter, and drawings incorporating letterlike shapes were examined. The results indicated that dyslexic children made significantly more errors than nondyslexic SLI and nonimpaired children in word production tasks but not word recognition tasks. When the letters were presented individually, the three groups did not differ in the number of reversals made. Results of the task that involved copying a drawing indicated that dyslexic children rarely reversed letters when they were embedded in drawings. The drawings of a person made by dyslexic children were no different in terms of structure and detail from drawings made by nonimpaired age-matched children. Letter reversals presented the greatest problem for dyslexic children in tasks in which the letters served a symbolic, specifically linguistic, function. (PAM)

ED 356 906   PS 021 459

Kunesh, Linda G.; Farley, Joanne
Collaboration: The Prerequisite for School Readiness and Success. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Agency Cooperation; Children; Community Programs; *Delivery Systems; Early Childhood Education; *Family Programs; Financial Support; *School Readiness; *Social Services
IDENTIFIERS- *Collaboratives; ERIC Digests; *Family Support

Research indicates that problems faced by many youngsters and families, such as poverty, inadequate housing, and poor health care and nutrition, are interrelated in complex ways. These problems are often inadequately addressed because of flaws in the social service delivery system. These flaws include a lack of communication between public and private agencies, difficulties experienced by specialized agencies in crafting comprehensive solutions, and insufficient funding. Efforts to fashion a profamily system of service delivery have emerged. Such a profamily system must be: comprehensive; preventive; family-centered; integrated; responsive to families' developmental needs; flexible; sensitive to cultural, gender, and racial concerns; and measured by outcomes for families and children, not by the number of services delivered. Initiatives to change service delivery systems are effective when they: link families to schools; are rooted in the local community; experiment with designing and delivering services; are driven by data from community profiles; and are financially pragmatic. Guidelines for ensuring the success of interagency collaborations include: (1) involving all key players; (2) ensuring visionary leadership; (3) establishing the expected outcomes for families and children; (4) ensuring commitment to change from all levels of member organizations and among community members; (5) establishing communication and decision making processes; and (6) encouraging member agencies to include collaborative goals in their institutional mandates. (BC)

ED 356 907   RC 018 824

Henderson, Allison; And Others
A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information, 1989-90.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 482p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Compensatory Education; Elementary Secondary Education; Evaluation Methods; Mathematics; *Migrant Education; *Migrant Programs; Outcomes of Education; *Program Effectiveness; Program Evaluation; Reading; *State Departments of Education; *Student Participation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This report summarizes the participation and achievement information provided by state educational agencies (SEAs) on the Chapter 1 Migrant Education Program (MEP) for 1989-90. Data were obtained through State Performance Reports completed by participating SEAs. The first of four chapters provides an overview of program participation, including ethnicity, gender, year of birth, migrant status, and the frequency of disability. Chapter 2 presents program descriptive information by term (summer and regular), including the number and percentage of participants by grade and service area and the number of full-time equivalent staff funded by the MEP. Achievement information in reading and math and other program outcome measures are provided in Chapter 3. Chapter 4 provides funding information for the MEP. Information covers: (1) an overview of the 1989-90 data; (2) changes from 1988-89 to 1989-90; (3) trend data from 1984-90; and (4) state highlights. In addition, grade and service information is displayed by migrant status, and patterns in Chapter 1 MEP participation and program information are compared to Chapter 1 local educational agencies program participation and enrollment. Appendices, making up the greater part of this document include: (1) a brief description of the methodology used to review the State Performance Report; (2) state-level participation and staffing information; (3) descriptions of other instructional and support services provided in programs; (4) selected state-level achievement information for regular term participants; (5) other outcome measures reported by states; and (6) a sample copy of the State Performance Report. This report contains numerous statistical tables and figures. (LP)

ED 356 926 RC 019 101

Receiving and Processing Information Directly (RAPID). Migrant Family Movement Notification System Directory.
PUB DATE- Nov 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Data Collection; Directories; *Family (Sociological Unit); *Identification; *Migrant Children; *Migrant Education; Student Mobility; *Student Records

Receiving and Processing Information Directly (RAPID) is a

NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Class Activities; Color; Earth Science; Homework; Integrated Activities; Intermediate Grades; Junior High Schools; Learning Activities; *Light; Manipulative Materials; Mathematics Instruction; Middle Schools; Physical Sciences; *Radiation; Science Activities; *Science Education; Science History; Science Instruction; *Space Exploration; *Space Sciences; Spectroscopy; Teaching Guides
IDENTIFIERS- *Astrophysics; Hands on Science; Spacelab; Space Shuttle

For as long as people have walked the Earth, they have looked to the stars, have been inspired by their beauty and remoteness and have found their way over sea and deserts by their guidance. Since then, enormous progress has been made in the understanding of the stars, and today the expanding and fascinating world of high-energy astronomy awaits the student: a world of ultraviolet and X-ray spectrometers and telescopes that explore stars, nebulae, and phenomena like quasars and black holes. This teacher's guide may be used to introduce and summarize lessons that will be taught by the crew of the Astro observatory shuttle mission--the first to be dedicated to astrophysics, the branch of astronomy that investigates the physical characteristics of celestial objects such as their size, mass, temperature, and chemistry. The guide is also a practical source of lesson plans and student activities that may be used by itself to teach scientific principles and to interest students in the field of astronomy. It can supplement sections of texts in Earth science, physical science, or social studies. Many activities are designed to extend into the realms of literature, mathematics, art, and history. The six basic concepts taught in this program are: (1) visible light demonstrates the existence of the spectrum; (2) radiation exists above and below the visible portion of the electromagnetic spectrum; (3) light and other kinds of radiation consist of photons that travel in waves; (4) certain celestial objects give off radiation other than visible light, and must be studied in other energy ranges; (5) certain waves of radiation are blocked by Earth's atmosphere; and (6) astronomers need to place telescopes above Earth's atmosphere to perform astronomical observations in several regions of the spectrum. Background information introduces each activity, materials needed are listed, step-by-step procedures are described, and home activities are suggested. A brief discussion of careers in astronomy, some facts on Astro-1 and the electromagnetic spectrum, lists of resources, and a glossary conclude the document. (PR)

ED 356 944 SE 053 036

Madsen, Anne L.; Gallagher, James J.
Improving Learning and Instruction in Junior High School Science Classes through the Role of the Support Teacher. Research Series No. 212.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)

Section 2 is comprised of submitted papers, arranged under two headings: (1) A Critical Review of EER; and (2) Measuring the State of Environmental Education (EE). Section 3 includes summaries of seminar presentations concerning policies, opinions, actions, and conclusions of an international survey. This survey indicates the status of EE in the curriculum of educational systems. Working group reports summarized in section 4 include the topics of the nature and context of EER, key areas for EER, and specifications for research. Section 5 includes a discussion of philosophical and practical issues. The Chair's closing observation and broad conclusions comprise section 6. Appendices include a review of general and evaluative research, international research programs, funding sources, references, registers and journals with EER reports, and a list of participants. (MCO)

ED 356 961 SE 053 347

Fazio, James R., Ed.
How To Select and Plant a Tree.
PUB DATE- Aug 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials
  (022),Guides/Methods/Techniques (For Practitioners) - General
  (050)
DESCRIPTORS- Contracts; Environmental Influences; Horticulture;
  *Landscaping; Nurseries (Horticulture); Plant Propagation; Site
  Development; *Trees; *Urban Environment; Urban Planning
IDENTIFIERS- *Arbor Day

This bulletin furnishes information about selecting and planting trees. The tree selection process includes being aware of the physical characteristics of bare root seedlings, containerized seedlings, balled and burlapped, or potted trees and determining the proper size and root ball proportions. The section on tree planting discusses how to: (1) handle the young trees; (2) plant bare root seedlings; (3) avoid transplant shock; (4) determine proper planting depth; (5) and plant burlapped or potted trees. Tree care suggestions include advice about watering, pruning, fertilizing, staking and mulch. A discussion on community forestry cites national needs for community trees, provides advice about municipal contractual arrangements with nurseries and additional guidelines for long term care of city trees. A vignette provides information about Arbor Day. Additional sources of information about trees and conservation are described on the back cover of the bulletin. (MCO)

ED 356 962 SE 053 367

Fazio, James R., Ed.
How To Write a Municipal Tree Ordinance.
PUB DATE- Jan 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials
  (022),Guides/Methods/Techniques (For Practitioners) - General
  (050)
DESCRIPTORS- *Forestry; Landscaping; *Trees; *Urban Environment;
  *Urban Planning
IDENTIFIERS- *Ordinances; *Tree City USA

At the heart of the Tree City USA program are four basic

Elementary Secondary Education; Familiarity; Grade 2; Grade 7; Grade 12; Knowledge Level; *Political Attitudes; *Psychological Studies; Secondary School Students; Social Science Research; *Student Attitudes

A total of 271 students in the 2nd, 7th, and 12th grades from the midwest, northeast, and southeast regions of the United States were surveyed. The survey consisted of fact-based questions about the recent events in the Persian Gulf, and questions designed to elicit value judgments about the international role and current leaders of the United States. There were no significant grade, gender or political party affiliation differences in knowledge base, although there was a developmental increase in knowledge with age. Television, school, and other media were more useful sources of information than the family. Developmental differences in moral judgments also were observed between the younger students who emphasized national roles that provide for needs and safety, and the older students who stressed more global, idealistic values. The 7th-graders demonstrated conventional support of the nation's leadership, whereas the 12th-graders were more critical of the current leadership. A cognitive-developmental theory of political awareness, understanding, and value judgment was supported. (Author)

ED 356 982 SO 022 737

Ediger, Marlow
Recent Trends in Elementary School Social Studies.
PUB DATE- 26 Apr 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship; *Educational Objectives; *Educational Trends; Elementary Education; *Elementary School Curriculum; Individual Differences; Interpersonal Competence; *Social Studies; *Student Development; Teaching Methods

The social studies teacher should assist pupils in developing meaningful learnings. A teacher can achieve such a goal by building on interests that students already have in the social studies. It also is necessary to provide for individual differences among elementary school children. The learner must perceive a purpose and must be able to succeed. In addition, important learnings developed by pupils may be forgotten or become vague unless opportunities are presented to utilize what has been learned. The modern social studies program must balance objectives pertaining to understandings, skills, and attitudes. Teachers must accept all pupils as being important. Societal trends help determine specific units that may be taught. There must be ample justification for each unit of study. Determining such justification would assist the instructor in weeding out unimportant units, a task made increasingly necessary by the ever increasing amount of knowledge available to human beings. The skills of good human relations, problem solving, critical thinking, and creative thinking are important skills for students to develop in becoming effective citizens in the U.S. democracy. A large number of important contemporary issues are cited as particularly appropriate for the social studies curriculum in American classrooms today, and teaching/curriculum problems for consideration and discussion by practitioners are outlined as well. (Contains 13 selected references.) (LBG)

Education; Graduate Study; Higher Education; *Preservice Teacher Education; Program Development; *Program Implementation; School Districts; School Role; Teacher Role
IDENTIFIERS- *Clinical Schools; *Interorganizational Relationships; Partnerships in Education; Preservice Teachers; Professional Development Schools; San Francisco State University CA; San Francisco Unified School District CA

This description of the Clinical Schools Project (a partnership which includes San Francisco State University, San Francisco Unified School District, and United Educators of San Francisco, California) contains a project description, three papers, and a proposal for establishing the project. The project description outlines the project, defines a clinical school, identifies the six public schools that participated in the project, lists program personnel, outlines roles, and provides copies of training agendas. The first paper, "Everyone on Center Stage: Efforts toward Effective Collaboration in the Clinical Schools Project San Francisco State University," analyzes some of the problems encountered while trying to effect collaboration among the partners during the program's first year. The second paper, "A Clinical School Evolves," explores the phases through which the project evolved at one site (Jose Ortega Elementary School) and addresses concerns related to the most recent phase from the perspective of the university facilitator, classroom teachers, and site administrator. The third paper, "Interorganizational Linkages & Interprofessional Relationships: The Clinical Schools Project," briefly describes the initial implementation of the project, identifies and examines tensions associated with forming interorganizational relationships, and suggests ways to facilitate linkages. The proposal includes an outline of the experimental, 3-semester preservice graduate teacher education program. The Clinical Schools Project is one of the five sites within the AT&T Teachers for Tomorrow program. (IAH)

ED 357 004 SP 034 350

Firestone, William A.; Bader, Beth D.
Redesigning Teaching: Professionalism or Bureaucracy? Teacher Thinking and Development Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bureaucracy; Case Studies; Context Effect; Educational Practices; Elementary Secondary Education; Local Government; Policy Formation; *Program Implementation; *School Districts; *School Restructuring; State Government; Teacher Attitudes; Teacher Behavior; Teacher Motivation; *Teacher Response
IDENTIFIERS- Conceptual Analysis; *Professionalism; *Reform Efforts

This book clarifies current efforts to reform teaching by providing a conceptual analysis of what a professional and a bureaucratic view of teaching entail. Case studies are presented illustrating what happens when differing approaches to teachers' work are tried in three school districts. The first chapter describes the two approaches to reform by examining their conceptions of what students should learn and how and what teachers should teach. The next three chapters

NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Case Studies; Classroom Environment; *Context Effect; *Educational Needs; *Educational Practices; Educational Research; Excellence in Education; Field Studies; *Integrated Activities; *Policy Formation; School Districts; Secondary Education; Suburban Schools; Teacher Role; Urban Schools
IDENTIFIERS- California; Michigan; *National Education Goals 1990; Professional Community; *Reform Efforts

The national education goals express a systemic approach to reform which fosters coherence in the disparate elements of the education system. This report highlights the findings of research conducted by the Center for Research on the Context of Secondary School Teaching (CRC) in California and Michigan during the years 1987-1992 and the implications for policy strategies to achieve the national education goals. The major sections of the report are: (1) contexts that matter for teaching and learning; (2) professional communities as mediating contexts of teaching; (3) strategic opportunities for action: meeting the national education goals; and (4) integrating educational reform strategies. A central conclusion of CRC's research is that teachers' groups, professional communities variously defined, offer the most effective unit of intervention and reform; it is within the context of a professional community that teachers can consider the meaning of the education goals in terms of their classrooms, students, and content area. Related to this conclusion is the conviction that meeting the education goals requires a reframing of the policy debate to address simultaneously the interdependent, core needs of improved content, student supports, and sustained learning opportunities for teachers. An appendix provides information on the CRC research strategy and data bases and a description of its field sample of diverse and embedded secondary school contexts (school, district, sector, metro area, and state contexts). A list of CRC books, articles, and reports is included at the end of this report. (LL)

ED 357 024 SP 034 500

A Teacher's Guide to Selective Service Registration.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Federal Programs; Females; High Schools; *High School Students; *Laws; Males; *Military Personnel; *Military Service; National Defense; National Security; Program Design; Program Guides; Secondary School Teachers; Teaching Guides
IDENTIFIERS- All Volunteer Armed Forces; *Draft Registration; *Selective Service

This guide is designed to assist high school teachers in their preparation of lessons covering the Selective Service System. The guide is organized into seven chapters. Chapter 1 describes Selective Service as it exists today, explains the registration process and its role in the national defense system, details who must register, and emphasizes that registration for such persons is a prerequisite for federal student loans, job training programs, and appointment to federal employment. Chapter 2 discusses the history of compulsory military service

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Academic Achievement; *Causal Models; Educational Environment; Foreign Countries; Homework; Learning; *Outcomes of Education; Peer Influence; *Science Education; *Scientific Attitudes; Secondary Education; *Secondary School Students; *Student Attitudes; Student Motivation; Time Management
IDENTIFIERS- LISREL Analysis; *Singapore

Causal modeling procedures were used to test causal inferences about hypothesized relationships among the major influences on science learning outcomes for a secondary-two (equivalent to grade 8) sample of Singaporean students. A sample of approximately 900 was selected from schools that represented the population of secondary-two students. Instruments were developed to measure attitudes toward science, perceptions of the science teacher, the classroom environment, the home environment, student motivation, and peer influence. Students also took an ability test and a science achievement test. Other variables explored included student use of time and the amount and quality of homework in science. The research design involved the LISREL approach to causal modeling. Attitudes toward science influenced achievement, and the converse was not true. Motivation, classroom environment, and attitudes toward science were the more significant and alterable variables for science achievement. One implication of the results is that science teachers cannot afford to overlook student attitudes. Seven tables present analysis results, and two figures illustrate the discussion. (SLD)

ED 357 043 TM 019 755

Ackerman, Phillip L.
Learning and Individual Differences: An Ability/Information-Processing Framework for Skill Acquisition. Final Report.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 15 Mar 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Air Traffic Control; *Cognitive Ability; Cognitive Processes; *Individual Differences; *Intelligence; *Learning Theories; Performance; Personality Traits; Personnel Selection; *Skill Development; Theory Practice Relationship
IDENTIFIERS- Empirical Research

A program of theoretical and empirical research focusing on the ability determinants of individual differences in skill acquisition is reviewed. An integrative framework for information-processing and cognitive ability determinants of skills is reviewed, along with principles for ability-skill relations. Experimental manipulations were used to evaluate the cognitive ability demands associated with information processing parameters of skilled performance. Experiments described include basic information processing (a noun-pair look-up task) and complex problem solving decision making (a terminal radar approach control simulation task--TRACON). Generalization and applications to the public sector (development of an ability-based selection battery for Federal Aviation Administration air traffic controllers) are described briefly. Finally, new theoretical and empirical developments regarding the construct of intelligence as typical performance, of the project was based on student experience, motivation, and expectations with regard to the learning environment. Student learning style was ascertained at the beginning of the workshop. Three students worked alone, and four worked in pairs. The study was not of sufficient size to answer questions about the efficacy of the multimedia learning stations, but it does highlight difficulties in cooperative learning caused when students have different learning styles. Student learning styles should be a consideration in the formation of cooperative teams. (SLD)

ED 357 063 TM 019 790

Peterson, Norman K.
Identification and Verification of T&I and Health Occupations Teacher Competencies.
PUB DATE- Oct 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Associations (Jackson, WY, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Competence; Content Analysis; Higher Education; Industrial Personnel; Secondary Education; *Secondary School Teachers; Teacher Certification; *Teacher Education; Teacher Effectiveness; Teacher Qualifications; *Trade and Industrial Education
IDENTIFIERS- *Missouri; *Teacher Competencies

Trade and Industrial (T&I) and Health Occupations teachers are often hired on the basis of licensure or job experience, rather than educational attainment. To provide consistent preservice and inservice teacher education to T&I and Health Occupations teachers, competencies required for effective teaching must be identified and validated by practitioners. Teaching competencies deemed important by selected teachers, administrators, and teacher educators in Missouri were identified from a list compiled by the principal investigator after a literature review. These competencies were subsequently validated, and a determination was made as to whether they were basic or supplemental to vocational education certification requirements. A committee of selected teachers and administrators made these determinations. The Missouri Department of Elementary and Secondary Education then formed the Industrial Education Professional Development Committee to establish consistent titles for vocational courses in the interests of statewide consistency in teacher education, and to group the competencies under the course titles for consistent content. Appendix 1 ranks the competencies by instructional area. Also attached is the competency profile for teachers with the priorities for each area. (SLD)

ED 357 064 TM 019 794

Kinzie, Mable B.; And Others
Computer Technologies: Attitudes and Self-Efficacy across Undergraduate Disciplines.
PUB DATE- Apr 93
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

tests is a logical extension of this research. Seven tables present study findings. (SLD)

ED 357 082 TM 019 861

Shotsberger, Paul G.
An Approach to Analyzing the Videotaped Problem Solving Behaviors of Individual Students.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Behavior Patterns; Check Lists; Classification; *Elementary School Students; Grade 6; *Individual Differences; Intermediate Grades; Organization; Personality Measures; *Problem Solving; *Protocol Analysis; Research Methodology; Student Behavior; *Videotape Recordings; Word Problems (Mathematics)
IDENTIFIERS- *Strategy Choice; Vocalization

To generate a useful means of analyzing think-aloud protocols of individual students, and to determine the extent to which practical information might be derived from transcripts and videotapes, this project focused on the problem-solving behaviors of 17 sixth-grade students videotaped while solving routine textbook word problems. Using a checklist derived from prior research, problem-solving strategies were grouped in the following categories: orientation; organization; execution; and verification. Incidents of strategy use were calculated as percentages across individuals in the sample, and each category was submitted to a separate analysis of variance. Analysis allows determination of the effect that strategy use within a category had on strategy use across individuals. Within a category, particular strategies proved more natural or accessible for all students. For example, use of vocalizing calculations was the most common of the execution strategies. An opportunity for self-correction seemed to play a significant role in determining problem-solving behaviors. Overall, application of the strategies checklist proved effective for analyzing the protocols, and actions were effective for classifying behaviors. Checklist data were suitable for analysis, and the analysis provided useful information. Two figures and three tables provide study data. (Author/SLD)

ED 357 083 TM 019 862

O'Connor, James E.
Evaluating the Effects of Collaborative Efforts To Improve Mathematics and Science Curricula.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; *College School Cooperation; Comparative Analysis; *Computer Assisted

Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 19p.; For earlier reports, see ED 320 430, ED 336 481, and ED 346 223.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Awareness; Career Development; Chinese Americans; Compensatory Education; *Curriculum Evaluation; *English (Second Language); High Schools; *High School Students; Immigrants; Language Proficiency; Limited English Speaking; Native Language Instruction; Program Evaluation; Staff Development; *Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *Project AMERICA NY; Transitional Bilingual Education Programs

An evaluation was conducted of the second year of a 2-year renewal program at two high schools in Brooklyn (New York City), the Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness Program (Project AMERICA), originally designed to ease the transition of Arabic and Chinese-speaking immigrant students to life in America, but the Arabic-speaking component was phased out in 1989. Focusing on basic skills, career development, and preoccupational training, the project proposed to provide services to students of limited English proficiency (LEP) with limited reading and writing abilities in their native language. The design included staff development; dissemination of bilingual newsletters; meetings and English as a Second Language (ESL) classes for parents; development of curricular materials; intensive student instruction in ESL and Chinese Native Language Arts (NLA); and courses in science, mathematics, social studies, and preoccupational training in the native language. During the 1991-92 school year, the project enrolled 432 Chinese, 5 Vietnamese, 2 Arabic, 2 Spanish, 1 French, 1 Russian, and 5 unreported 9th through 12th grade students. Project AMERICA met objectives for NLA, career education, parent involvement, and attendance. It did not meet objective for ESL and attitude toward cultural heritage. It met the objective for content area subjects and dropout prevention. It did not meet objectives for staff development and career advisement. It partially met the objective for cultural enrichment and curriculum development. It met the objective for attitude toward school. This was the last year of programming, and no suggestions or recommendations were made for meeting unmet or partially met objectives. Appendixes describe data collection and analysis and instructional materials. (RLC)

ED 357 102 UD 029 161

Pappas, Georgia, Ed.; Guajardo, Maria, Ed.
Colorado Hispanics: A Report of Selected Social Concerns, 1992.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Demography; Elementary Secondary Education; Employment; Family Violence; Females; Health Conditions; Health Needs; Higher Education; Hispanic American

Requesters.
PUB DATE- Feb 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Catholic Schools; *Compensatory Education; Court Litigation; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Federal Programs; National Surveys; Parent Attitudes; Parochial Schools; *Private Schools; *Program Implementation; *Religious Education; *Remedial Instruction; Secondary School Students; Statistical Data
IDENTIFIERS- California; Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988; Massachusetts; Michigan

A study was done of how Chapter 1 remedial educational services are being provided to private sectarian school students. Federal court ruling had determined that sectarian schools could not receive such funds directly, but that public schools must provide the services to students in sectarian schools. As a consequence, local public schools have been provided with additional funds to support those services. The evaluation was based on questionnaire survey results from Chapter 1 coordinators in all 50 states, the District of Columbia, and Puerto Rico, focusing on the 10 states with the largest number of private school students receiving Chapter 1 services. In addition, site visits were conducted at state and local education agencies in California, Massachusetts, and Michigan. Analysis found that the number of private school students in the Chapter 1 program had increased to 168,000 students. The proportion of eligible Chapter 1 students being served also appears to be increasing. Major reasons for not serving even more eligible students were that some private schools chose not to participate and some parents would not permit their children to participate because they did not want the students leaving the private school building. Extensive appendixes contain tables and figures displaying the results and a copy of the study survey. (JB)

ED 357 121 UD 029 199

Smith, David Lawson
Nevada Chapter 2 Projects. State Evaluation Report. School Year 1990-91.
PUB DATE- Mar 92
NOTE- 75p.; Cover title is: Evaluation of the Effectiveness of Chapter 2 Programs.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Facilities Improvement; Elementary Secondary Education; *Federal Programs; *High Risk Students; Instructional Materials; Program Effectiveness; Program Evaluation; Remedial Instruction; School Surveys; Staff Development; State Surveys
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Hawkins Stafford Act 1988; *Nevada

This document is the first of a series of annual evaluation reports of educational programs throughout Nevada that are supported by funds from Chapter 2 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bibliographic Databases; College Students; Factor Analysis; Higher Education; Information Dissemination; Information Retrieval; Library Services; Likert Scales; *Optical Data Disks; Questionnaires; Reference Materials; Reference Services; *Student Attitudes; Users (Information); Use Studies
IDENTIFIERS- *ABI INFORM; *Business Information; Memphis State University TN; Student Surveys

Two years after the introduction of CD-ROM bibliographic database searching in the Memphis State University libraries (Tennessee), a survey was conducted to examine students' attitudes toward the business database, ABI/INFORM. ABI/INFORM contains indexes and abstracts of articles from over 800 journals on management, accounting, banking, human resources, marketing, and other areas of business. Each compact disk contains bibliographic citations from the last 5 years. An 11-item Likert-type questionnaire was distributed randomly to 180 students in the spring and summer of 1990. A factor analysis was used to analyze the 119 usable surveys that were returned. Three underlying dimensions or factors of students' attitudes were found: (1) perceived costs and benefits; (2) reference service and instruction; and (3) availability of CD-ROM workstations. The findings and implications of the survey are discussed. Factor analysis, conducted with a statistical programming package, facilitates analysis of the relationships among the variables. Three tables present student attitude findings, and an appendix contains the questionnaire. (SLD)

Objectives; Two Year Colleges; Two Year College Students; Universities

IDENTIFIERS- *Saddleback College CA

A study was conducted of students at Saddleback College (SC) in California, who requested that transcripts be sent to a four-year college, university, or professional school between November 1, 1992 and April 30, 1993. The study sample included only students who were registered in both fall 1992 and spring 1993, because those students were more likely to have utilized the Transfer Center services while at SC, and could therefore be contacted after transferring to evaluate the performance of the center. Study findings included the following: (1) a total of 23,330 transcripts were mailed during the study period, of which 1,794 (7.7%) met the requirements for this study and were included in the student data base created for the Transfer Center; (2) the transcripts evaluated in the study were requested by a total of 914 students, representing 7.3% of all continuing students at SC in spring 1993; (3) 55% of all the cohort students were female, including 86% of the students aged 40 or older; (4) 52% of the cohort had indicated a transfer goal upon entering SC; (5) 79% of the cohort were non-Hispanic whites; (6) excluding second transcript requests by students for the same college (n=247), 63% of students requested only one transcript, while 19% sent out two transcripts; (7) of students sending out a single transcript, 54% chose the California State University (CSU) system, 14% chose out-of-state schools, and 11% chose the University of California; and (8) 56% of the students who sent transcripts to the CSU system chose the Fullerton campus. Data tables; a list of the 216 institutions receiving transcripts, including the numbers of students sending transcripts and the type of institution; and copies of the SC admissions and transcript request forms are included. (PAA)

Descriptions; *School Business Relationship; Two Year Colleges; Vocational Education

IDENTIFIERS- *Shoreline Community College WA

The Professional Automotive Training Center (PATC) is a 28,150 square foot automotive technician training center located on the campus of Shoreline Community College (SCC) in Washington. The complex is the result of a partnership between SCC and the 230 automotive dealerships of the Puget Sound Automotive Dealers Association and is designed to provide comprehensive, competency-based and career-oriented workforce training under conditions that duplicate the actual working environment of a modern car dealership. Under the sponsorship of dealerships, students in PATC programs alternate quarters of academic study with on-site work at the dealership, an arrangement which has yielded a 100% employment rate for program completers. The PATC's largest offering is in automotive technician training, although the Center also offers training in all dealership support departments, including finance and insurance, parts management, warranty claims, dealership accounting, and automotive detailing. While sales training classes are offered, the PATC does not itself sell cars. The PATC also offers a wide variety of upgrading and retraining programs for dealership personnel. Primary funding for PATC's construction was raised privately through the efforts of the Shoreline College Foundation, a non-profit corporation. Additional funding came through the private-sector sale of special "certificates of participation," authorized by the State Board for Community and Technical Colleges. Enrollment during the 1992-93 academic year included 67 students in the Associate in Applied Arts and Science degree programs, 355 students in the certificate classes, and about 3,500 students in technician training programs for individual automotive manufacturers. (PAA)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Community Surveys; *Parent Attitudes; Parent Child Relationship; Parent Role; *Preschool Children; *Preschool Curriculum; Preschool Education; *Prevention; Questionnaires; *Sexual Abuse

A survey was conducted to measure the attitudes and beliefs of parents of preschoolers about child sexual abuse prevention programs. Surveys were distributed to parents at various programs serving 3- to 5-year-old children in a Colorado community. The survey gathered information on parents' demographic characteristics, involvement in prevention efforts, attitudes toward teaching specific prevention concepts, beliefs regarding the risks and benefits of prevention programs, and beliefs about who should participate in such programs. It was found that 16.5% of the parents had a neighbor or acquaintance who had been a victim of sexual abuse as a child. A total of 11.7% reported having been abused themselves, while less than 2% reported that their child had been abused. A total of 59.1% indicated that they discussed sexual abuse with their preschooler. Few parents warned their children that perpetrators of sexual abuse might be someone the children knew. Most parents taught children to say "no" to perpetrators, and to get away and tell a parent, and most strongly agreed that these concepts should be taught in prevention programs. A total of 72.5% of the parents believed that all preschools and day care centers should have child sexual abuse prevention programs. Mean responses to survey items are included. (AC)

public education system in the United States as a matter of constitutional law, but it appears that some methodology which will provide preschool children with precisely this kind of experience is needed. Instruction in the area of values and judgment need not be situational or uniform, but rather needs to promote the acquisition of a set of basic cognitive skills which allow children opportunities and mechanisms for defining their own participation in society and making positive choices. The type of instruction required is instruction that: (1) encourages values that can be developed as a set of cognitive skills in an inclusive atmosphere which promotes self-expression and mutual respect; (2) provides guidance through directed activities in an environment which is sensitive to children's assessed developmental needs; and (3) allows decision making that is taught, acquired, and used without dependence upon outdated educational models, or predetermination of specific behavioral outcomes. (HOD) questionnaires to measure personal sex-typing, general attitude towards women's roles, and views about prospective play activities and future career options of their children. Analysis showed that parents' gender-category judgments were not related to their children's judgments. However, there were a number of parent-child gender-schema links, including a relationship between mothers' judgments of previously sex-typed feminine occupations as appropriate for both men and women, and their sons' reduced avoidance of feminine toys. (MM)

ED 356 888   PS 021 350

Perry, Louise C.; Sung, Hung-yen A.
Developmental Differences in Young Children's Sex-Typing: Automatic versus Reflective Processing.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Childhood Attitudes; Cognitive Processes; Early Childhood Education; Elementary School Students; Knowledge Level; Preschool Children; *Role Perception; Sex Role; *Sex Stereotypes; *Social Cognition; *Toys; *Young Children
IDENTIFIERS- *Gender Schema Theory; Instantaneous Report of Judgments; Reflective Judgment; Toy Preferences

To investigate social cognitive factors in early sex-role development, this study examined young children's gender-related judgments of toy appropriateness under speeded and delayed response conditions. Subjects were 55 boys and 59 girls, aged 3, 5, and 7. Ninety-two photographs of common toys were independently rated as mainly for girls, mainly for boys, or neutral. In the categorization condition, children stated who usually played with the toy shown. In the immediate-response condition, subjects were further asked to respond as quickly as possible after the toy photograph was presented. In the delayed-response condition, subjects waited for a signal, that was presented after a 2.8-second delay, before answering. During the waiting period, children were instructed to "think hard about who usually plays with this toy." Results revealed that children's flexibility, or judgment of a toy as neutral, to neutral toy stimuli increased with age. In contrast, flexibility with respect to sex-typed toys was generally low; some increase in flexibility was shown from age 3 to age 5, followed by a decline in flexibility with respect to feminine toys at age 7. Children's knowledge of same-sex stereotypes was high from age 3, while opposite-sex knowledge was initially low and increased with age more slowly for boys than for girls. By age 7, however, stereotype knowledge was uniformly high in all children. (MM)

Hawkes, Janet E.; Held Phillips, Diane

Birds in Your Backyard. 4-H Leaders Guide. L-5-17.

SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; New York State 4-H Foundation, Inc.

PUB DATE- Sep 88

NOTE- 42p.; For related documents, see RC 018 825-829.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Birds; Elementary Secondary Education; Enrichment Activities; Environmental Education; Habitats; Instructional Materials; Intermediate Grades; *Ornithology; *Outdoor Activities; *Outdoor Education; *Wildlife

IDENTIFIERS- 4 H Programs

This pocket folder of instructional materials is designed to introduce youth aged 9 to 12 to ornithology, the study of birds. The package includes a 4-H member's guide and a Leader's guide. The illustrated 4-H member's guide contains information about attracting and feeding birds. It also includes activities for cooking for birds, making bird feeders, and identifying birds. A reproducible field record is included to be completed when identifying birds. The leader's guide provides suggestions or activities, safety, and teaching techniques to supplement the member's guide. The remainder of the folder includes the following supplemental material: (1) the field record form; (2) a New York State bird checklist; (3) a chart containing bird-feeding tips; (4) instructions for building a wooden birdfeeder; and (5) a wildlife project for making birdhouses and birdfeeders. (KS)

directory designed to facilitate the identification of interstate migrant families. The directory contains instructions for using the RAPID notification form, a means of rapidly communicating intended destinations of migrant families. Use of the form is designed to help identify interstate children as they move between states and to avoid missing enrollments. The form is to be attached to the family's certificate of eligibility, if available. The remainder of the directory lists the names, addresses, phone and fax numbers of the appropriate state contact assigned to accept the forms. Information from Georgia includes a town and county map and index to aid in determining the appropriate migrant education agency to contact. Louisiana provides an additional form to be completed. Michigan furnishes listings for their summer 1992 and fall 1991-92 migrant education programs. Oregon includes a chart of migrant education program coordinators for 1992-93. Likewise, Pennsylvania and Washington provide contacts for the various regions by the counties or towns they serve. Iowa was unable to participate in the directory due to fiscal constraints. (KS)

DESCRIPTORS- Cooperation; Educational Change; Educational Research; Elementary School Teachers; *Inservice Education; *Junior High Schools; Research Reports; Resource Teachers; *Science Education; Science Instruction; *Science Teachers; Secondary School Teachers; *Teacher Education; *Teamwork

This paper describes a professional development program created to establish a new role for junior high school science teachers--the Support Teacher program. The program, developed through the collaboration of the American Federation of Teachers, Michigan State University, and Toledo (Ohio) Public Schools, provided a mechanism for developing local experts who possessed the skills and knowledge around which productive interactions with colleagues could occur. The focus of this paper is on the description and outcomes of learning and instruction of the Science Support Teacher. During fall 1987, 8 teachers from 4 Toledo junior high schools were provided with over 60 hours of intensive preparation to: (1) update their knowledge about current research on teaching and learning science; and (2) provide background and guided practice in working with professional peers in a supportive role. The training consisted of college meetings and readings of selected literature related to improvement in the curriculum, student learning, and science instruction. Some support teachers worked in classrooms and observed instruction and provided feedback. A "Teaching Style Inventory," teacher interviews, curriculum documentation, and student assessment were used to measure the outcomes of the program. It is concluded that the program provided the opportunity for teachers to improve the quality of their classroom instruction at a departmental level in their schools. The Support Teachers reported that their students responded positively to new techniques and instructional ideas they had implemented. Moreover, teachers demonstrated increased confidence and competence which resulted from dialogues with their peers and from engaging collaboratively in significant professional growth activities. A list of the literature read and discussed by Support Teachers during their training sessions is appended. (PR)

requirements: The community must have the following: (1) a tree board or department; (2) an annual community forestry program with financial provisions for trees and tree care; (3) an annual Arbor Day proclamation and observance; and (4) a tree ordinance. Sections of a model tree ordinance are presented, explained, and illustrated with actual examples. Also discussed is the book upon which the model ordinance is based, "Municipal Tree Ordinance Manual," based on work by Philip J. Hoefer. Additional sources of information about trees and conservation are described on the back cover of the bulletin. (MCO)

ED 356 983 SO 022 740

Kutzner, Patricia L.
Who's Involved with Hunger: An Organization Guide for Education and Advocacy. Fifth Edition.
PUB DATE- 92
NOTE- 58p.; For previous editions, see ED 247 161 and ED 270 334.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advocacy; Annotated Bibliographies; *Federal Programs; *Hunger; International Organizations; International Programs; Poverty; *World Problems

This document presents an annotated bibliography of organizations that battle world hunger, seek to educate the public about the problem, and/or provide advocacy services. Among the groups that are described are the United Nations and other intergovernmental organizations, U.S. federal government agencies, U.S. congressional agencies, U.S. non-governmental organizations (NGOs), Canadian organizations, and domestic U.S. NGOs. The volume includes acknowledgments, a preface on how to use the book, and an index of nongovernmental organizations. The section on U.S. NGOs presents information about citizens' legislative advocacy, information and education related to world hunger, religious education and action programs, voluntary development aid, and policy oriented research and advocacy. The domestic NGOs section addresses nutrition and poverty policy, economic opportunity and economic alternatives, agricultural and rural development, and local assistance and advocacy action. (LBG)

present the stories of three districts' efforts to redesign teaching; the teacher program is described in its district context, and issues of implementation are analyzed. Chapter 5 examines how the three districts implemented divergent conceptions of teacher reform. Chapter 6 analyzes the politics of redesign by examining the roles of different groups in shaping district policies. The final chapter synthesizes the arguments of the book and suggests that while short-term improvements can be accomplished through bureaucracy, serious reform requires professionalization. An extensive reference list and three appendices--research methods, a site visit guide, and an academy survey--complete the volume. (LL)

ED 357 005   SP 034 405

Oxman-Michelli, Wendy
Critical Thinking as Mindful Learning. Resource Publication Series 4 No. 1.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; *Educational Objectives; *Educational Principles; Elementary Secondary Education; Higher Education; Learning Strategies; *Student Role; *Teacher Role; Teacher Student Relationship; *Teaching Methods; Thinking Skills

When critical thinking is conceptualized as mindful learning, the focus is on the educational experiences or actual academic tasks designed to engage students in active learning. Academic tasks are sets of specifications for learning activities that provide the framework for curricular content. The academic tasks are designed by teachers and shared with students, or designed by teachers and students together. Academic tasks differ from conventional curriculum guides that focus on subject matter scope and sequence. They also differ from conventional behavioral objectives in that academic tasks focus on the work of the student rather than on the results of teacher work. When academic tasks are associated with critical thinking, students have opportunities for critical thinking as part of the learning experience itself. Conventional conceptions of academic tasks include routine or recall tasks, opinion, formal, and skilled performance tasks. Tasks and subtasks that incorporate critical thinking as a mindful learning concept include strategic, probablistic reasoning, creative, and collaborative tasks or subtasks. Mindful learning tasks involve higher degrees of ambiguity, or uncertainty, and higher degrees of perceived risk than most conventional academic tasks. Conceptualizing critical thinking as mindful learning involves fundamental changes in the role of the teacher and in the student-teacher relationship. (IAH) to meet national emergencies, the first draft laws, The Selective Training and Service Act of 1940, and women and the draft. Chapter 3 reports on draft laws during World War I and the 1948 Selective Service Act. Chapter 4 reports on the organization, functions, objectives, and structures of the Selective Service System. Chapter 5 discusses Selective Service classification, the process of determining who is available for military service and who is deferred or exempt from such service (no classification actions are being taken at this time, because no one is being drafted). Chapter 6 focuses on the responsibilities and duties of local and appeal boards. Chapter 7 addresses the Selective Service System claim and appeal process in the event of a resumption of induction authority. Each chapter is accompanied by a summary of important teaching points and questions and answers. A glossary of terms and a resource list are included. (LL) and general personality-ability relations are described. Ten figures and one table summarize study results. A list of 80 references is included. Appendix A contains a table of noun-pair results (one figure), and Appendix B described the TRACON task (one figure). (Author/SLD)

ED 357 044 TM 019 756

Snapshot '92: 1991-92 School District Profiles.
PUB DATE- Jan 93
NOTE- 605p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; Educational Finance; *Educational Trends; Elementary Secondary Education; *Institutional Characteristics; *Public Schools; School Districts; *School Statistics; *State Surveys; Student Characteristics; Tables (Data)
IDENTIFIERS- *Texas

An overview of Texas public schools for the 1991-92 school year is provided. This annual statistical report is offered as a step toward greater accountability at the state and district levels. "Snapshot '92" begins with an examination of state level data, and concludes with detailed information about each district. The state level, or Statistical Highlights, section discusses the major areas of administrative units, students, student performance, staff, and finances, and covers both the current year and historical trends. The Detailed Statistics section provides extensive school district information in the same major areas for the more than 1,000 Texas districts. The Detailed Statistics section first summarizes 92 data items for groups of districts categorized by size, rural and urban area, property wealth per pupil, tax effort, and Education Service Center. The distribution of these items is then presented in tables showing the value of each item at various percentiles of school districts. Values for all data items are then listed for each school district, followed by a state summary. Definitions of the 92 items follow, and "Snapshot '92" concludes with three appendixes that contain data sources, end notes, and a district listing. Twenty-six exhibits in the text, and six in the appendixes present information in graphic form. The Detailed Statistics section contains 234 pages of tabular information. (SLD)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Measures; Anxiety; Business Education; *Computer Literacy; *Construct Validity; Databases; Education Majors; Electronic Mail; Factor Analysis; Higher Education; Likert Scales; Nursing; Optical Data Disks; Predictor Variables; Questionnaires; Self Efficacy; Spreadsheets; *Student Attitudes; *Undergraduate Students; Word Processing

IDENTIFIERS- *Attitudes toward Computer Technologies; *Self Efficacy for Computer Technologies

For individuals to use computer tools for learning effectively, they must feel self-efficacious in using them. For this reason, it is important to examine attitudes and perceptions of competence that are encouraged by undergraduate educational programs. The factor validation of two affective measures related to computer technologies is reported. These are the Attitudes toward Computer Technologies (ACT) and Self-Efficacy for Computer Technologies (SCT). The ACT assesses perceived usefulness of and comfort and anxiety with computer technologies. Perceived self-efficacy for computer technologies (word processing, electronic mail, spreadsheets, database programs, statistical packages, and CD-ROM databases) is measured by the SCT. In addition to data on construct validity, the results of exploratory analyses examining predictors of self-efficacy for undergraduate students in business, education, and nursing are presented. Research participants included 97 males and 262 females (125 business majors, 111 education majors, and 123 nursing majors. Results provide construct validation for both instruments. Both are suitable for administration to college students across disciplines. Twelve tables present study data. (SLD)

Instruction; *Curriculum Development; Educational Technology;
Evaluation Methods; High Schools; Interviews; Quasiexperimental
Design; *Secondary School Mathematics; *Secondary School
Science; Secondary School Teachers; Student Motivation;
Videotape Recordings

IDENTIFIERS- California State University Bakersfield; IBM
California Educational Partnership Prog; *Kern Union High
School District CA; Partnerships in Education

The Mathematics and Science Partnership Project (MSPP) is a 3-year collaborative effort among the U.S. Department of Education, IBM California Educational Partnership Program, California State University in Bakersfield (California), and the Kern High School District in Bakersfield (California) to impact mathematics and science curricula through the implementation of innovative technology. Thirteen teachers at six high schools have been provided with state-of-the-art computer networks and multimedia workstations, as well as mathematics and science software and training in implementing this technology. Some results of this effort are presented, following the first 2.5 years. Various evaluation methods have been used, including teacher journals, classroom observations, videotaping, questionnaires, student interviews, and a quasi-experimental comparison (not yet complete) of students using the technology with a group without access to the technology. The impact on teaching and learning has been documented. Teachers are using a more student-centered approach, and using more cooperative learning groups. Student motivation is improved, and students are enthusiastic about the technology. Implications of this collaborative effort are discussed. One table presents results of student surveys, and student interview questions are included. (SLD)

Culture; *Hispanic Americans; Mental Health; Older Adults; One Parent Family; *Social Problems; Special Health Problems
IDENTIFIERS- America 2000; *Colorado; Hispanic American Education; Hispanic American Students

This publication offers a compilation of 12 reports on selected social concerns pertaining to the Hispanic community in Colorado and provides a comprehensive overview of demographic information and information on health, education, and social welfare issues. The first report looks at Colorado's multicultural population through a demographic summary of 1990 United States Census data. The second report offers an overview of Hispanic health in the state, covering access and health care reform. The third report also explores health, particularly insurance coverage, heart disease, cancer, diabetes, Acquired Immune Deficiency Syndrome, and prenatal care. The fourth report covers mental health, noting that mental health services are under-utilized by Hispanics. The fifth report discusses Hispanics and domestic violence. The sixth report looks at poverty rates among Hispanic women and children. The seventh report discusses the status of Hispanic elderly, noting the common extended family orientation of Hispanic cultures. The eighth report looks at the America 2000 Educational Goals from a Colorado Hispanic perspective. The ninth article discusses Hispanics and primary education, particularly standardized testing, bilingual education, and parental involvement. The 10th article explores the Hispanic higher education experience. The 11th report analyzes labor and employment issues in Colorado among Hispanics. The 12th article discusses voter registration and reapportionment in Colorado. (JB)

Information was collected using four summary forms completed by district and school officials. The evaluative information collected suggested that the Chapter 2 supported projects were highly effective in delivering educational services and materials to students and educational staff. A large percentage of staff had been trained in a wide range of relevant professional development areas, including at-risk programs; and there is follow-up evidence that the training, information, and materials are being used repeatedly in the classroom. Materials acquisition funds opened the door to new educational technologies in both public and private schools. Nearly three-quarters of public and private schools met broadly ranging goals and objectives for their Direct Services to Students projects. The Effective Schools program has been initiated in a significant number of schools including schools identified by the individual districts as at-risk schools. Seventeen figures and 12 tables are included. An appendix contains the instruments used for data collection. (JB)

ED 357 122 UD 029 200

Quimper, Barry E.; Claus, Richard N.
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2). 1992-93.
PUB DATE- Mar 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Ancillary School Services; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Formative Evaluation; Intervention; *Mathematics Instruction; Principals; Program Descriptions; *Program Evaluation; Program Implementation; *Reading Instruction; School Social Workers; Supplementary Education; Thinking Skills
IDENTIFIERS- *Saginaw City School System MI; Service Delivery Assessment

An evaluative study was done of the supplemental education delivery system in reading and mathematics in the School District of the City of Saginaw (Michigan) at 28 schools. At the elementary school level the system includes push-in and pull-out programs in reading and mathematics and in reading intervention that served 2,494 students in grades one through six. At the secondary school level the system offers a self-contained classroom program for 838 students in grades 7 through 12 and a Thinking Skills Program for grades seven through nine. The program was assessed using a process evaluation involving monitoring throughout the year to determine if the program was being implemented as planned. The evaluation focused on supportive services using a questionnaire to gather information from 12 principals and assigned school social workers. Results found that successes included the following: (1) 41.2 percent believed the communication process for the program had improved; (2) the three most frequently mentioned activities/services of Project Success were after-school study centers (82.3 percent), mentoring programs (35.3 percent), and adopt-a-school (23.5 percent); and (3) 35.2 percent of principals rated their services either excellent or good. Appendixes contain the evaluation questionnaire, statistical information, program descriptions, and tabulated results of the questionnaire. (JB)

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(021) Collected Works - Proceedings

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415p. L1 ED 356 378

Canadian Association for University Continuing Education Conference Proceedings (Regina, Saskatchewan, Canada, June 10-13, 1992).
100p. L1 ED 356 383

The Cartographic Representation of Linguistic Data. Discussion Papers in Geolinguistics Nos. 19-21. Selected Papers from a Geolinguistic Seminar (Le Pailly, France, September 10-13, 1992).
128p. L1 ED 356 670

Collaboration and Cooperation in a Global Community. Annual Meeting of the Association for International Agriculture and Extension Education (9th, Arlington, Virginia, March 18-20, 1993). Conference Proceedings, Volume IX, Number 1.
220p. L1 ED 356 379

A Collection of Papers on Self-Study and Institutional Improvement, 1993.
214p. L1 ED 356 712

Empowering People through Technology. Proceedings of the International Conference of the Association for the Development of Computer-Based Instructional Systems (34th, Norfolk, Virginia, November 8-11, 1992).
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Environmental Education Research. Seminar Report (London, England, United Kingdom, December 3, 1991).
47p. L1 ED 356 960

Exploring Multicultural Education in a Culturally Diverse Society: A Sociocultural Perspective. Papers Presented at the Annual Conference of the National Association for the Education of Young Children (Denver, Colorado, November 7-10, 1991).
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Institute for Interagency Collaboration: A Professional Development Conference (Phoenix, Arizona, November 5, 1992).
42p. L1 ED 356 572

Mine Safety Education and Training Seminar. Proceedings: Bureau of Mines Technology Transfer Seminar (Pittsburgh, Pennsylvania, May 17, 1988; Beckley, West Virginia, May 19, 1988; St. Louis, Missouri, May 24, 1988; and Reno, Nevada, May 26, 1988). Information Circular 9185.
132p. L1 ED 356 374

National Coordination Forum. A Collaborative Effort between Migrant Education and Migrant Head Start. Proceedings Report (Washington, D.C., February 6-7, 1993).
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Highlights of Legislation Affecting Children, Youth, and Families, Parts I and II. U.S. House of Representatives, 102nd Congress.
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